

CHILD WELFARE

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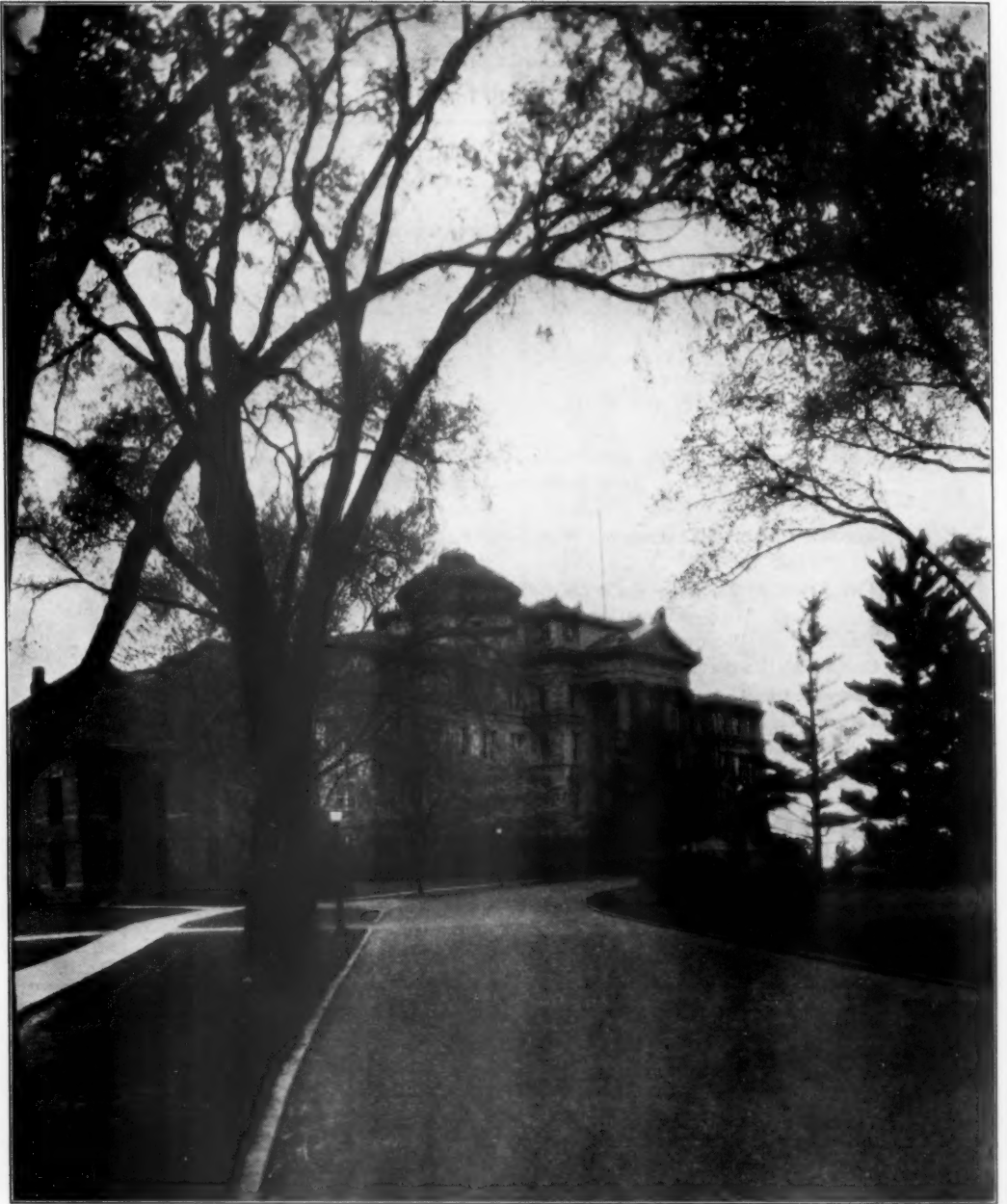
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CENTRAL BUILDING

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THE PRESIDENT'S MESSAGE

PARENTS, teachers, and citizens alike have recently recognized more fully than ever before the great power of the parent-teacher movement. That power can be completely and effectively turned toward creating and maintaining adequate schools, wholesome communities, and good homes. It should not be wasted or diverted toward useless or unwise projects. The great power which has come to our organization has been granted us because the purposes and ideals of the National Congress have been basically and fundamentally vital and true.

The parent-teacher association should recognize the need of guiding and controlling its influence in the community. We realize that elements such as fire and water have potential power but that this power is beneficent only when under control. The devastating effect of forest fires and floods is due to the lack of control of powers which might have been used for heating, lighting, irrigating, and for other purposes both useful and beautiful. The parent-teacher association operating in a community with an exalted social purpose is a tremendous power for good. Understanding guidance and courageous action are necessary for the wise direction of this social power.

The parent-teacher association should see in its principle of cooperation of home and school a great power to support our ideals of American education; to assist the child to make the most of school opportunities; to provide the possibilities for understanding the needs of the child in education, in health, and in character building. It should recognize the limitations of local and provincial viewpoints and seek to widen the horizons of its members and of its service. It should realize that indifference is as dangerous as ignorance and seek to create enthusiasm for as well as understanding of the finer cultural and vocational aspects of modern education. It should recognize its own possibilities as a unit working with and for the schools to preserve for the child his right to a type of education that will bring him individual happiness, vocational security, healthful energy, and social responsibility. The association must be enriched by programs and activities that will secure the best results from this potential power of cooperative education.

The parent-teacher association should study how best it may serve the needs of its members—adults who are occupied with various pursuits in the economic and social world. The effects of modern life have made their impressions on the minds and souls of all of these members. The age of machines has made many people feel the need for new vocations and new avocations, for new outlooks both social and economic. Until adults are more secure, more happy, more efficient, children will not be secure, happy, or efficient. Homes need parents who are courageous, tranquil, and happy; schools need teachers who are free from the fear and the suffering due to economic disaster; citizens need counseling. The parent-teacher association has the power to bring to its members an enrichment of living and a sense of human values if it plans well its programs.

To you, the members of the organization which honored me by electing me its president four years ago, and again two years ago, I extend my grateful thanks. The task has deeply impressed me because it has brought to me a realization that the power within our grasp must perpetually be conserved and directed for the good of children; that this power must be directed impersonally and unselfishly. It is my prayer that God in His infinite wisdom may help us all to be and to do that which will reward our efforts by giving to children a new world—a world of peace, of opportunity, and of joy.

Minnie B. Bradford

President, National Congress of Parents and Teachers.

OFF TO A GOOD START

A Wise Psychiatrist Tells Why It Is Necessary to Begin Training Early in the Child's Life

By DOUGLAS A. THOM, M. D.

ONE who is professionally concerned with human behavior must necessarily spend much of his time with people who are troubled, and there is no type of trouble with which I am familiar that causes more real anxiety, genuine sorrow, and bitter regrets than that to which parents are subjected when the child, for some reason or other, becomes a problem. The child who is defective, delinquent, queer, unhappy, friendless, or just different enough to suffer by comparison contributes many heartaches to devoted parents.

Mrs. Jones is a mother of this type. She bore a worried, harassed, haunted expression as she visited a clinic for child guidance with her six-year-old boy, John. As she waited her turn in the large playroom, she seemed extremely apprehensive as the boy wandered about in a casual way among the children. In conference with the doctor she seemed restless and uneasy, as though she were anticipating some impending danger or bad news.

On inquiry one finds that she is always in this state of mind when she is outside her own home with John. She describes him as being disobedient; bad mannered; extremely forward and bold; afraid of nothing but doctors, death, and the dark; cruel to smaller children; always demanding the center of the stage; and selfish.

In brief, John is an undisciplined child who has apparently an utter disregard for the rights of others. His only concern is to do



exactly what he wants at any given moment. When we learn that John is bright intellectually; has always enjoyed good health; is strong and robust; that both father and mother are well, with good, stable family backgrounds—which subsequent investigation proves to be true—we are led to believe that John is just another untrained youngster who is headed for heaps of trouble not only for himself but also for his family if something doesn't happen to change the direction of his course. John is just one of a multitude of children who are developing habits and attitudes toward life that will eventually mean disaster to them and anxiety to all those with whom they come in intimate contact.

BEING a parent is one of life's most important jobs. It carries with it responsibilities and obligations that many of us fail to recognize until we are confronted with the results of our ignorance, indifference, or selfishness; and then it is often too late to remedy our mistakes. We awaken to the fact that parental love alone is not sufficient in either its breadth or its intensity to safeguard the welfare of the child. Seeking for the cause of our failure, we blame heredity, sickness, the teacher, bad companions, a difficult personality, straitened economic situations, lack of cooperation on the part of the other parent, and numerous other factors. Often we are prevented from facing frankly our own contribution to the child's failure by the defenses which we build up to protect our own self-esteem, so that not even after we recognize the fact that we have a problem to solve do we allow ourselves to embark upon the task in a frank, open, honest way. We are apt to muddle along, dealing with the temporary irritations and with unimportant issues rather than with the fundamental causes of failure.

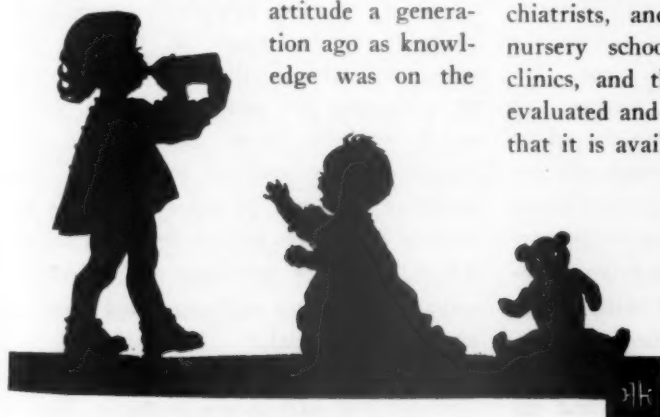
There was perhaps some excuse for this attitude a generation ago as knowledge was on the

whole rather limited as to both the cause and the effect of personality problems in children. They were usually attributed to inherent dispositions. Bill was cruel, pugnacious, and selfish like his grandfather, while Mary was shy, self-conscious, and fearful just like her mother. It was accepted by one group that nothing could be done about it and Bill would never be any different, while the other group maintained that Mary would outgrow her problem. During the past two decades, however, we have learned much about behavior and particularly the behavior of children which is to be affected by training, education, and experience.

This body of information, which has been the result of painstaking studies by intelligent parents, teachers, psychologists, psychiatrists, and other groups working in nursery schools, kindergartens, hospitals, clinics, and the home, has been carefully evaluated and reduced to such simple terms that it is available for all parents who can read. Therefore, there is but little excuse for parents to flounder about in despair and continue to utilize the old method of trial and error, which has led to so much distress and failure in the past.



Silhouettes by
Helen Hatch



THERE are definite and adequate reasons why intelligent child training is worth the time and effort of parents. The child wisely trained is one who is capable of adequately meeting the demands of life on whatever age level we may find him.

One can measure the efficiency of the child's training at a very early age. Tommy is obviously poorly trained at three if he has to be fed, wets his bed, and must have his mother lie down by his side in order to go to sleep. He is a dependent child, demanding time and attention from parents which might be dispensed to better advantage somewhere else. One reason, then, for adequate training is to place such responsibility on the child as he is capable of carrying, thereby allowing parents a little more freedom and leisure, which the dependent child never permits. This may sound like a selfish reason, but if it works out to the advantage of the child we need not worry about the motive on the part of the parents.

This, however, is not the most important reason why the parent should put more thought into child training. The ultimate objective in child training is to prepare the child to live in the world and not in the parents' home. He ventures forth at an early age, younger and younger as time goes on, and in the school and on the playground he is constantly being confronted with new and untried situations. Here it is essential that he be prepared to meet life as it actually exists. This new environment cannot and will not be constantly altered to meet his needs, wishes, and demands. It is the child who must be prepared by virtue of his habits and ac-

quired traits and general patterns of conduct to so modify his needs and postpone his desires that he can fit into this newly created situation in a socially approved way. This ability to meet defeat courageously, to admit failure gracefully, and to accept reproof graciously is developed to a large extent through wise parental training in the process of growing up.

This type of training is the individual's armor in a world where competition is keen and where weakness spells defeat. It stands between the individual and neurotic breakdowns in later life. It is a pillar of strength when battling with those factors

leading to delinquency. It is the foundation upon which every individual must build his life if it is to represent happiness and efficiency. It is the great heritage that every parent hopes to pass on to his child: an adequate mental, physical, and moral equipment for life.

THE average parent is sorely in need of this broader and more comprehensive idea of education which does

not limit its interest to the development of the child's intellect, but which is sufficiently inclusive to encompass all training and experience which will tend to equip the child to meet life and its varied problems as it actually exists, unhampered and unprotected by parental solicitude. This objective will not be achieved unless the parents themselves have a definite goal for which they are working and, secondly, unless they have a well-organized plan for attaining that goal.

In other words, parents must know well

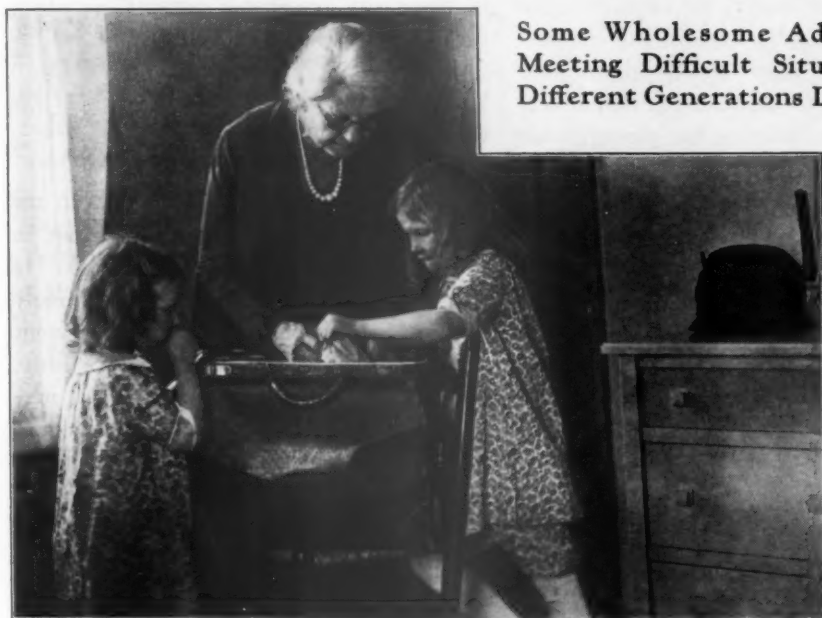
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The author, Dr. Douglas A. Thomas

GRANDMOTHERHOOD



Some Wholesome Advice About Meeting Difficult Situations When Different Generations Live Together

By GARRY
CLEVELAND
MYERS

FATE has decreed that I shall never be a grandmother. I may not, therefore, be inclined to give her a fair deal. Anyway the "scene opens" with the cards stacked against Grandma. Grandpa doesn't seem to count for much.

Now there is the mother's mother. Let us say she lives in the home of her daughter whose children are one and three years old, respectively. Grandma's attitude toward the younger family will depend chiefly on the degree of her daughter's emotional dependence on her, which in turn will reach back to the young mother's early childhood. Suppose the young parents have arrived at a vague understanding in regard to the management of the children, and suppose, as is likely the case, their plan should differ widely from the notions of Grandma. Then the grandmother may dominate.

For the daughter it is a choice between her more newly acquired ideals and loyalties and the older ones. Almost certainly the older ones will win. Accustomed from infancy to obey her mother and consider

her wishes, the daughter will probably continue in the same attitude regardless of her better judgment. In consequence, the parent-parent bonds will be weakened and uncertainties and conflicts in respect to the management of the children will grow up, with the ultimate and most serious suffering shifted to the offspring.

When the young family lives in the home of the grandparents—a frequent occurrence in these days—the dominance of Grandma is still greater, since she feels that they, being dependent on her, naturally should defer to her wishes; and they in turn are the more ready to do so. Pathetic are the many letters which I have received from mothers who say, "We have had to move into the home of my mother." Often it would be far better for all concerned, especially the children, were the young family to accept public relief and keep as far as possible their self-respecting independence.

The paternal grandmother who shares the home with the son and his family may

not so readily dominate the daughter-in-law. If the young mother ignores or resents the grandmother's endeavors to dominate, the accruing parent-parent tensions and conflicts may grow even more serious than those which arise with the maternal grandmother. The constant presence in the young home of either type of grandparent will almost always prove hazardous to the father-mother relationship which in turn has most to do with the personality, mental health, and happiness of the children. The hard thing about the matter is that in all such strained relationships and conflicts everybody suffers heartaches, including the grandmother, and her suffering may not be by any means the least.

Viewed solely from the angle of the welfare of the children, the parent-parent relationship should have first consideration. When, therefore, it is a choice between loyalties to the other parent and loyalties to the grandmother, let Grandma take

second place; grandparents who love their grandchildren intelligently will be willing to make any reasonable personal sacrifices for their welfare.

When Grandparents Spoil Grandchildren

THE grandfather who lives in the same home with the grandchild is not so apt as the grandmother to interfere. He did not by experience become very strongly concerned about the care and management of his own children when they were little, nor of the household affairs. He may harm the grandchildren by bestowing gifts on them, by helping to pamper them in open, or clandestine ways, or by teasing them. He can do most harm, perhaps, when the children live near enough to the grandparents to visit them often, or to be lured to stay with them for frequent and protracted periods. In that event Grandpa may be as destructive as Grandma of the habits and attitudes of the grandchildren.

Numerous are the parents who are distressed because their young children's health and conduct habits are being impaired by frequent visits to the grandparents. "We can hardly live with her," or "We can scarcely manage him," they say after Daughter or Son has spent several days with the grandparents. "And if we don't let the children go, the grandparents are hurt." More often than not, the fear of hurting has an economic basis—the fear



The tales Grandfather tells will probably be recalled often in later years

of losing an expected legacy. How many children are deliberately sacrificed upon the selfish altar built of self!

Why will parents choose so readily to sell the birth-right of their children—wholesome personality, mental health, character, future happiness, spiritual welfare? Why will they sell the children's very souls for a mess of pottage? There is as a rule just one righteous course for conscientious and intelligent parents to pursue—to announce kindly, calmly, clearly to the grandparents that the children can come to visit them only on condition that those children be held to the same routine habits and discipline they are accustomed to at home. Better to hurt the feelings of the grandparents than to ruin the children.

When a grandmother lives with the parents, let the parents agree upon a united course and announce to the grandmother that henceforth they are to be solely responsible for the management of their children and all matters of their family, reminding her that she is to consider herself a guest with no obligations or responsibilities.

Such procedure will be most easily launched and executed if a stand be taken when the grandmother first joins the family. And let the same principle apply to the grandfather. (You and I know some grandparents who of their own accord measure up to this ideal. And aren't they wonderful!) Of course I realize that not many young parents would have the courage to follow such a course—the emotional ties are too enmeshed in the hearts of the son-



Photographs by Ruth Alexander Nichols

It is evident that this child and her grandmother are in complete accord as they work out together the problem of a doll's wardrobe

or daughter-parent. Nevertheless, if they did, there would be, in the long run, greater happiness for all concerned.

Let self-respecting and courageous parents accept on the same terms the invitation of grandparents to move into the home of these grandparents. In either event we shall provide for the physical comforts of the older couple at any reasonable sacrifice to us and we shall minister continuously to their spiritual or affectional as well as to their material needs.

When Grandparents Are Imposed Upon

THERE is another story. Thousands of young parents make themselves and their children parasites upon self-sacrificing grandparents, leaning on them at the slightest pretext. Think of the thoughtless young parents who send their

children off for weeks or whole summers to the grandparents, particularly to those living on the farm, allowing them to drudge and care for the youngsters; of those who go themselves with their "brood" and sponge on the good old souls. Then there is the divorcée who goes home with her children, expecting to be taken in with open arms. Or maybe it's the divorced son who leaves his children with the grandparents while he assumes little or no responsibility for their support. If the situation were otherwise there might be fewer divorces.

And let us not overlook that loving grandmother who goes from home to home among the children, serving as nurse, cook, even scrubwoman, particularly as each new grandchild is added. There ought to be a code protecting such exploited grandmothers against the greed and selfishness of their thankless and hard-hearted sons and daughters.

Why Grandmothers Interfere

WHY does Grandmother so often insist on interfering with the upbringing of her young grandchildren? In the first place, the modern way of training infants differs widely from Grandmother's way. Didn't she do a good job with her children? There's the son or daughter as sure evidence, and willing to admit it. In the face of this overwhelming evidence, why should Grandma choose the modern way? Why, indeed, should the new parents wholly disregard such tested wisdom and experience?

Standing on this rampart, fortified by the enmeshing wires of child-parent emotions built up since the young parent was a babe in arms, Grandma has the vantage ground. Driving her on are the urge to be doing something, to feel she is worth while, and the fear that she won't be needed. We parents can hardly realize the overwhelming force of this fear in grand-

parents. We shall understand better when we ourselves become grandparents.

Grandparents Did Not Always Spoil Their Own Children

MOST grandparents who incline to spoil their young grandchildren did not pamper their own little children. Though they probably did not follow modern types of food selection or feeding schedules, and did not take account of basic principles of building up good habits in their children, their baby, now the father or mother of the grandchild, was frequently denied his or her wishes. Often Grandma, as young mother, was too busy to take up her crying baby. So engrossed with her myriad household chores and the care of other children, and driven by a powerful urge to consider her whole family, she learned to turn deaf ears to the baby's cries and pleas for many minutes at a stretch.

It's so different now for this grandmother. Things have changed tremendously since her first baby was an infant. Now she doesn't hold the place indispensable which she held in earlier days. She is no longer the hub of a young and growing home life. She doesn't have a continuous assurance that nearly everything depends upon her. She has, on the other hand, continual reminders that some grandchild might consider her almost an enemy. Why should we expect a child of eight or fifteen who was pampered by his grandparents when he was very young actually to grow companionable and considerate of them now? This older child no longer is a docile pet or a toy for them, nor does he welcome now the earlier types of their ministries. He prefers independence, the very thing his grandparents are loath to have develop in him; and the less he needs them the less attractive to the child they become. All too many signs suggest that they are not now necessary to his guidance

and development. Nevertheless his grandparents gain some satisfaction from warning the older child against his waywardness, reminding him of the restraints of youth "in the good old days," and cautioning the parents against the woes sure to face them should their child continue his present course.

We should remember, of course, that changes in social standards and customs since we parents were youths are so great that we have difficulty in adjusting ourselves so that we may not antagonize our adolescent children needlessly. How much greater the changes since the days when our parents were adolescents!

Wise Grandparents

NOT all grandparents pamper their grandchildren. Some are more skilful at baby-rearing even now than their children are. They also provide the good steadying qualities for the youthful parents, and the common sense and wisdom so greatly needed. Some grandparents, indeed, are the first to improve on the methods they once em-

ployed in the rearing of a large and healthy family. One may find grandparents in college parent education classes and in parent study groups. Sometimes the mother and grandmother sit side by side in such a class or group. Through the influence of some grandparents, their child is induced to read and study scientific child rearing.

Many a grandmother has admirably brought up a whole family of motherless grandchildren. Some of the great men and women of the world were reared not by their mothers but by their grandmothers. It may, however, have been far easier for

the grandmother alone to bring up these children than it would have been for her and the parents to do it together. Only one boss, there would be fewer conflicts. Anyone entirely responsible for a child grows practical.

If the average child of four today were left alone with his grandmother, provided there were adequate financial provisions, the outcome might not be very bad. In many cases it would be superb. With the satisfaction of feeling the entire responsibility for him, Grandmother would possibly not have much urge to pamper him; certainly not so much as if she merely had to sit on the side line observing the child's parents rearing him.

Preparation for Good Grandmotherhood

THERE would be almost no grandmother problems if mothers trained their children from early infancy for independence; and themselves for life abundant after thirty-five or forty.

Dorothy Canfield Fisher, in her fascinating book *Mothers and Children*, wrote: "If now, when the children are

small, we are mothers *and nothing else*, we are making ourselves into narrow, stiff-jointed personalities which will paralyze their young energies just when they are about to enter upon the cares and burdens of their own lives. . . .

"Let a woman while she is still young search her heart to know what would have been her keenest interest if she had not become a mother; and then let her hold fast to that interest through all the busy rush of rearing a family, let her hold fast to it in the face of other demands, even in the face of ridicule and laughter, yes,

(Continued on page 495)

"If you would be
Wise or rare,
Pick your grandmother
With care."

—ROSEMARY AND STEPHEN
VINCENT BENÉT

HARMLESS DISCIPLINE

An Explanation of Why Using the Rod May Spoil the Child, and Some Suggestions for Making Discipline Logical

By ALICE D. KELLY

ONCE upon a time there was a little dog and he was placed in a wire pen. Outside the pen there was a dish of food. There was only one exit. The little dog got hungry and tried to dig his way out of the pen, but someone had buried glass in the ground so he cut his feet and was very unhappy. Next he jumped and tried to scramble over the fence, but someone had electrified the fence so he got several shocks and stopped trying to climb. When he tried to get through the wire he found it was barbed. It tore and hurt him so he gave up trying. In less than an hour he discovered the gate, pulled the string, and got out.

The dog in the next pen had no broken glass, electricity, or barbed wire with which to contend, so he dug and jumped and ambled around and took two hours to find the gate and the latch and the way to food.

All of which would seem to show that punitive measures materially shorten the learning process in growing things, were it not for the astonishing fact that the first little dog remained afraid to dig and jump, both of which processes were necessary to his efficiency as a canine citizen, and forever after was timid about approaching new experiences and learning of any kind.

The second little dog, on the other hand, feared nothing and after his first fumblyings learned everything with surprising celerity. This is important to know, and it is still more important to remember that since neither little dog was ill or starving, it really didn't matter at all whether they got food at ten o'clock or at two!

AND this holds true in child training. A child's life is a continuous learning process—and none of the learning need be immediate so long as it is sure.

Some parents appear to think of their children as little savages potentially dangerous who must be kept under firm control; and of their family responsibilities as a kind of warfare in which one or the other side must emerge triumphant or defeated. Too many parents and non-parents visualize a house where the rod has been destroyed and where the parents are self-questioning as a citadel delivered into the hands of revolutionaries.

When children are born into the highly complex conditions of the present-day Western world, they come into contact almost immediately with certain automatic and inevitable factors in their personal lives. Pins prick, fires burn, and knives cut with great certainty. Teachers, playmates, and the day-to-day routine of the ordinary household all tend to direct and control the natural impulses, desires, and tendencies of childhood.

But not enough, not nearly enough, any harassed mother will assure me.

It is true that casual external training is not sufficient to teach a child all he has to learn from earliest infancy to the time when self-reliance and independence are required of him by the community. So the conscientious parent either tries to find or resorts to some so-called infallible method of turning his natural and unsuspecting offspring into a social being. But when parents turn to punishment as the

only means of attaining the desired result, I believe they are wrong.

I am convinced that all coercive, punitive, and arbitrary forms of training are definitely harmful. I do not admit that they are disciplinary in the sense of giving direction, control, and guidance. I think that they are not only repressive, but that they arrest needful and valuable forms of development and build into the growing individuality reactions and qualities which are distinctly harmful and destructive.

But since nervous systems, furniture, and the peace of the neighborhood must be preserved, and the world does need efficient and well-adjusted citizens, it is fortunate, I think, that there are harmless ways of effectually helping children to conform to world ideas and ideals.

WHAT do we want of discipline?

We want to make it possible for our children to live with us and each other—and later with fellow-adults—harmoniously, happily, and effectively.

What is punishment supposed to do?

It is supposed to be efficient in a con-

tradictory way. It is commonly assumed that it acts to prevent misdemeanor and to hasten the learning process. That contention seems as jarringly wrong as a misspelled word, or a false note in music.

For instance, when Father spansk Johnny for taking the clock to pieces, Johnny is deterred, generally speaking, from experimenting and getting caught; he learns (frequently) to lie; to do his experimenting on the sly with tools which may be as valuable as the clock, but which Father doesn't know about; not to confide in Father; and to distrust all his own curiosity for fear it may get him into trouble. And for a while emotions of shame and anger obscure the whole issue for Johnny anyway.

Partly because they half realize these things, and partly because they are fond of their children, parents are as distressed as anybody when they have to be avenging judges in their homes. But unfortunately most children are exceptional cases to their parents and Father and Mother don't know what else to do.

Johnny's father has a choice of several possibilities. He can make Johnny take



Drawings by Iris Beatty Johnson

When children have been sufficiently "grown-up" during the day, they may join their elders for games for awhile in the evening

his playtime to put the clock together again under his direction. He can make Johnny divert his allowance for several weeks toward the cost of a new clock or toward repairs. He can, if, as in my household, there is only one clock which *ever* keeps the correct time, keep Johnny running to the store or to neighbors (they'd better be intimate friends) to ask the correct time. He can, in other words, make Johnny realize to what expense and inconvenience destruction leads. Always providing, of course, that he is certain Johnny knew he shouldn't touch the clock and that Johnny has tools or other adequate substitutes for his perfectly natural experimental tendencies.

To be effective, punishment must imply one or more of the following emotions: dread, pain, fear, unhappiness, humiliation, defeat, and frustration. Pain is apt to produce cowardice; fear, lying; unhappiness, a wide variety of social maladjustments; humiliation, a lack of initiative and self-confidence, as well as compensatory cruelty; defeat, vengefulness and lack of ambition; frustration, harmful introversion. The sexual disturbances due to corporal punishment have been ably treated in many books, notably in Dr. Benjamin Gruenberg's *Parents and Sex Education*.

Unless we are very cruel most of us would hesitate to inflict these torments even upon so-called "hardened" criminals. Why do we feel that they are justified in the home?

Mainly because we don't know the ill effects of punishment and because they do not as a rule manifest themselves immediately. If, for instance, we whip young Henry hard enough and often enough for disobedience, he will probably learn to keep his disobedience hidden from us, or he may be frightened enough so he will not disobey at all. The faults we have beaten into him will not show themselves until his adolescence, when we may find ourselves

baffled by a shy, timid boy, who cannot make friends, who is an habitual liar, and who will not confide in us and make it possible for us to help him. Equally, if we imprison small Ruth in a dark closet every time she is impertinent she will, in due course, learn to treat us with respect, and the results may very possibly complicate her husband's life—if not ours.

If bedtime and mealtime are made into penances, right habit formation is automatically short-circuited. When we exert superior force we make it impossible to teach square dealing as a family code. The mother who threatens to "tell Father" is not only robbing both father and child of mutual confidence and friendship, but is herself condoning tale-bearing. When children are punished frequently they soon learn to be docile and submissive at home and do all their real living outside. And under those circumstances who can be certain that the living is of the better sort?

PARENTS are more often bewildered than cruel; overstrained than unjust; frightened than unkind. They believe also in the fallacy that children forget easily; therefore that punishment has no lasting effects. If that were true why expect them to learn from it? Why blame them for not remembering right and wrong if we're certain they can't remember penalties? As a matter of fact children do forget, in the sense that we ordinarily understand forgetting. But certain impressions, certain habits of thought and feeling, certain wrong associations with the right things can be so conditioned into the consciousness of a child that it would take years of treatment to alter his mental make-up and its relation to existence.

If Junior shouts in the garden it's right. If he shouts in the house when Grandmother's asleep it's wrong. The shouting isn't wrong; it's where Junior does it. Now suppose we provide no garden for Junior

and make him play always in the house where his delicate grandmother cannot be disturbed. Then if Junior shouts it is always misconduct and he is always punished for it. It is as simple as that; and we have to suffer the punishment for the wrong environment we are providing for Junior; that is, we must put ourselves out to take him to a place where he can work off his energy during part of the day.

Of course most of us know all about serious bodily deficiencies and changes and their effect upon human behavior. But there are physical ups and downs in everyday life, and it's quite surprising what a glass of warm milk, an open window, or a lighter sweater or coat can do for quarrelsomeness and irritability.

And as for parental physical difficulties. Just take a day off from child training, even if you can't from child care, next time you have a bad night, neuralgia, a visit to the dentist, or if you have worked too hard for a week running. Hold over your anger till your own troubles have disappeared and see how unimportant become the same faults which you would have punished while you were upset. Next, be sure that what has happened is wrong and not just hard on your nerves or the hardwood floors.

Children must play; they cannot when

very young learn shape and form without handling the articles they are learning to observe. They have limited vocabularies and modes of expression. Their need for affection, for recognition, and for encouragement is all-compelling. They must experiment and become reliant and independent if they are to become adequate in

later life. This experimentation involves many mistakes annoying to older people.

Therefore, before assuming delinquency, obstinacy, or deliberate crime let us be sure that our children have the right toys and the opportunity for the kind of play they need; that their speech really is impertinence and not made curt by effort or emotion and lack of words; that they have affection and the proper amount and kind of attention and praise so they won't have to resort to desperate means to compel what is their right; and that frankness, decency, and com-

mon sense have made sure once for all that they are not looking in the gutters of literature and human understanding for knowledge about one of the greatest of all life forces.

EVEN when we have done all this we still have a rigid self-examination to



When Bob comes in the house with his feet and legs covered with mud, it is better to talk the situation over with him calmly, and point out the error of his ways than to rant and rave

undergo. Suppose I talk to my son habitually in this wise:

"Do that right away, Jack. For goodness sake, stop that noise. Do what I tell you. What do you mean by 'just a minute'? Will you mind me or won't you? Take that mess out of here. I don't care if you did build it; it's in my way."

Who is to blame for his negativism?

Then there are little items like example, justice, friendliness, and a sense of humor which we must supply. We have to wonder whether it's our ego which can't brook opposition or a real preoccupation for our sons' and daughters' best good each time we get really angry at the slightest hint of resisting our authority or questioning our opinions.

True, there are certain inevitable laws of cause and effect socially as well as naturally speaking. If an adult is too great a bore or misbehaves himself too much he is socially ostracized. It may be well without anger, dramatics, or ceremony to impress the laws of cause and effect upon children in the home. Time is a limited element. Therefore if misbehavior takes up the story hour, there automatically is no story. That's logical; not punitive.

If children deliberately spoil things they should be made to replace them or clean or mend them as far as they can at whatever sacrifice of playtime or personal convenience is involved. Parents need not make up for the carelessness of their children. I know one boy who had been repeatedly told to change into play clothes when he got home from school. When he didn't do this he went to school in the soiled and crumpled garments he had refused to take care of. This was logical and effective. I know one home where those of the children who have been sufficiently "grown-up" during the day are allowed to join their elders around the radio or for games awhile in the living room. When they have acted like "babies" they have only

a short play in the nursery and then go to bed at the younger children's bed hour. A child who plays hooky naturally does more tasks at home than the others, because during school hours most of the housework is done and everyone in the house at that time shares equally in it.

This is a rough sketch only. All my suggestions have to be applied differently to individual cases. But what I most want to make clear is that the logical consequences of his acts should be brought home to the child. He must learn that time cannot be restored, that people won't be bored, that broken things don't mend themselves, that it costs money to replace lost objects, that strikers cannot be tolerated in any civilized community. These are the unchanging facts which will go with him through life in a way that acts of what must appear to him vengeance—unrelated to his crime—can never go.

In other words, treat your child like a human being who has a good deal to learn but is doing his best. Teach him that he is a unit in a harmonious whole with his part to do. Respect him as an individual. Teach him customs and ethics and morals and the way of life as you would expect his teachers to acquaint him with the three R's.

Don't rely on force to help you. Your children will all be big some day and if you have lost their confidence and can't frighten or hurt them any more what have you left to help you guide them?

Don't dramatize your relation to them. Don't consider your own emotions but recognize theirs. There's a whole volume of possibilities for becoming successful and beloved parents. And when we've learned them and applied them, if we still believe in punishment, I'm pretty sure we won't find much to punish.

Turn to pages 474 and 475 for interesting announcements.



LITERARY CLIMATE IN THE HOME

Advice on How to Encourage Children in
the Reading of Good Books as a Leisure-
Time Activity in the Home

By ANNIE RUSSELL MARBLE

NEW ENGLAND has no climate in the true meaning of the word. She has only weather." So said a visitor from California, in disgust at the extremes of humid heat and sudden cold waves. This half-truth suggested three questions, using this allegory as a basis. First, are there homes where the background of living and reading are as erratic and disturbed as "New England weather at its worst"? Second, are there other homes, and certain libraries and schools, where sudden excitements do not overshadow the balancing of moods, where there is an assurance of stable thought and standards of living? Third, how many homemakers supply the kind of

books and magazines which will "acclimate" the children to the weather of life, however changeable it may be?

In his *Finger-Posts to Children's Reading*, Walter Taylor Field writes, "If during the first twelve years of a child's life he has been made familiar with the best literature that is adapted to his widening range of thought, there need be no fear that he will ever read unworthy books." This hopeful forecast, I fear, is not always verified. Differences in temperament or in life's crises may bring exceptions. In general, however, there is truth in this assertion and there are many chances of its fulfillment. "The Children's Hour," with its

creation of attitudes to living and its vivid memories of reading that linger through life, is more than a poem; it is a vital seed of nurture.

In getting "acclimated" we seek, first, to develop sturdiness and healthy activities of senses and mind. There should be a barometer in every home to test the "ups and downs," to register sunshine, fog, and storms in the cultural climate. This barometer would record the tastes, both steady and fleeting, in books; it would chronicle the sudden revolts from certain "approved" types of reading and the cravings which often lead to experiments with other kinds of books. The latter are often brought into the home and read with secretiveness. Becoming "acclimated" must include freedom and courage in meeting and acting upon impulses, as well as the cultivation of a liking for what is sane and invigorating. In the home where boys and girls have freedom of choice and discussion about what they are reading, such fitful side-excursions are not to be too severely

censured, nor should they cause too apparent distress to the literary guide. They are natural forms of self-expression of a normal child.

The average boy or girl—granted for the moment that such exists—who has been familiar with, and who has enjoyed reading, classic tales of history and imaginative literature, who has been "fed" on books like the varied stories of King Arthur, Franklin's *Autobiography*, *Ivanhoe*, *The Spy*, *Treasure Island*, *Two Years Before the Mast*, and *The Story of a Bad Boy* may secure from school companions whose home climate is less healthful copies of sensational books which inflame the imagination and excite the emotions to a baneful degree. Sometimes these side excursions on the part of the well-bred child represent merely the urge for adventure or the gratifying of curiosity. More often they may register juvenile unrest; they may seem to offer "a literature of escape" from the conventional, approved reading that the teacher, mother, or librarian would advise and supply.

*There's nothing like one's own
bookshelf and easy chair to develop
a feeling for books*



Photograph by Olive Hastings

If the growing child has had normal development, if he has unconsciously absorbed the health conditions of life and literature in the home, if he has been blessed by the sympathetic understanding of adults about him, he will watch his barometric record and, even in moods of revolt, will regain his literary balance if he is given time to make his own decisions and preferences. I recall the reactions of a high school freshman, a boy of high-strung, imaginative nature, fond of sports and keen for adventures, whose home was one of typical educational "climate," who brought home a much-soiled copy of a cheap melodrama. It had been offered to him by a classroom neighbor. No member of the family questioned his privilege to read this in the living room; no one made any comment or asked any question as he read. There was no outward expression of the latent hope and fear mingled in the mother's mind. On the second evening, the boy threw down the book with disgust and surfeit, saying, "Pshaw! That fellow can't write. This story is bunk. Where's my copy of *Moby Dick*?"

The Home Library

THE home library, whether large or small, should become a part of the daily life of all the members, young and old. The opportunities of these later years to buy inexpensive yet well bound, well printed editions of classics is a boon to homemakers and librarians, especially in smaller places. One may now own for a moderate sum much of the world's great literature in editions like Everyman's Library, the Modern Library, and similar publications. For the younger children the illustrated books, the first nourishment for eye, imagination, and memory, are generally more expensive but they solve the problem of gifts for holidays and birthdays, gifts for immediate delight, and future

treasures to be re-read to children of later generations. If it is the dream of many a woman who aspires to write or do artistic work to have "a room of one's own," as Virginia Woolf advocates in such convincing, charming words, it is the ambition of every child to have a "bookcase of one's own," and that at youthful years. No concession of space, in even a crowded living room, will bring a larger harvest of self-respect and pride, of mingled pleasure and responsibility for the care and orderly placement of household treasures.

One is astonished to note how early small children appreciate the presence of books in a home and miss their companionship elsewhere. Two young children, aged five and seven, went for a play day with a friend whose family had recently moved into a beautiful house with luxurious furnishings throughout, including every device of modern invention for the nursery and the toy collection. On their return the girl of seven was fluent in describing the colorful draperies and pictures. The boy added his impressions of the games and the model workshop for his friend's use; but with a look of surprise on his face, as he gazed about the small, comfortable living room with its several bookcases, he declared, "Well, I don't care if they do have all those fine things; they haven't half as many books in all their rooms as we have right here."

Choosing Good Books

BOOKS in the libraries of home, school, and town should fortify the juvenile minds and wills to resist seductive menaces of modern life, such as sodden, haunting movies with excess of crime, a debauch of sex-motives, and prolonged osculation. Another source of lowering morals and cheapening tastes today is found in the too prevalent type of radio program. A third menace, to be avoided or scorned, is supplied by the window displays of eye-arrest-

ing pages and covers of magazines and scandal sheets that are essentially vulgar in tone.

There is a theory advanced by certain neurotic, so-called progressive students of modern life that all adventure and experience will bring "an enrichment of personality," by widening both our sympathies and our knowledge. A potent defiance to such doctrine was written by C. E. Montague in his essays called *Disenchantment*, where he argues that not all experience may be an "addition" to our personality; that sometimes the result may be "subtraction" from personality and character. He cites as illustration the boy who is challenged and tempted to experiment with impurity in some form, beguiled with the idea that it will "add to his experience and manhood." For older and younger readers alike, there are "half-sane and trashy-hearted writers who think of any new thing, fair or foul," as a bait for curiosity.

Too much anxiety may be wasted over what children who have been nurtured carefully *may* read, too much worry about the conflict between what they need and what they want for certain moods. Such evident anxiety, especially if expressed verbally, may destroy for a time the real enjoyment of books. In the family circle there should be frank expression of likes and dislikes of authors.

Theodore Roosevelt, in his *Letters to His Children*, one of the modern classics, wrote to Kermit: "I am so glad you like Thackeray. 'Pendennis' and 'The Newcomes' and 'Vanity Fair' I can read over and over again. . . . I agree pretty much to all your views about Thackeray and Dickens, although you care for some of Thackeray of which I am not personally fond. Mother loves it all. Mother, by the way, has been reading 'The Legend of Montrose' to the little boys and they are absorbed in it. She finds it hard to get

anything that will appeal to both Archie and Quentin, as they possess such different natures."

Reading With Children

THIS quotation starts two lines of thought for our topic: first, reading *with* the children, not reading *to* them; second, finding authors that will satisfy diverse temperaments in the same family. Probably the majority of people read to children, not with them, and the result is a loss of real sharing for the older people even more than for the younger. The first method implies not only a separation in years, which is inevitable; but a lack of common interests, which is not inevitable and is deplorable. The father or mother who cannot enjoy reading or re-reading with the children such books as Kipling's *The Brushwood Boy* and *Kim*, the Uncle Remus stories, *Tom Sawyer*, *Sentimental Tommy*, or *Eight Cousins* has never properly weathered a true literary climate. Moreover, to fail to know and appreciate, with juvenile reactions as accompaniment, such books of today as the Dr. Doolittle books, Cornelia Meigs' stories, Selma Lagerlöf's *The Wonderful Adventures of Nils* and *Marbäcka*, or the adolescent whimsies of Booth Tarkington, and the historical and sportive tales of Joseph Altsheler and Russell Gordon Carter is to register oneself "on the shelf" in modern literary appreciation.

When I saw those two superior films of recent months, "Little Women" and "Alice in Wonderland," I was impressed by the dual enjoyment of the children who were accompanied by Mother or some older person. Evidently in many instances the children knew the stories better than the adults and waited, with expectant glee, for certain characters and scenes whose advent they would herald in subdued whispers or nudges to their older companions. In

homes these films were talked over—as more films should be—and the children expressed their agreement or disagreement of the rôles of Jo and Laurie, or of the Jabbowack and the Mad Hatter. An interesting sidelight upon the increased demand for books following their filming—when it is done with such faithfulness and art as in the case of these two—is found in a library record. In a city of 200,000 there were 87 copies of *Little Women* at the central library and 35 at the branches, yet a waiting list of 60 was reported at one of the loan libraries. What sequence more fitting a return from seeing the film of “*Little Women*” than a family reading of the life of Miss Alcott as told by Cornelia Meigs in *Invincible Louisa*?

Suiting Different Tastes

THE second problem suggested by the Roosevelt letter is present in many families—how to find books that will be equally appreciated by the five-year-old girl with poetic, imaginative nature and the seven-year-old boy with indifference to fairy tales and zest for stories of action and real life.

“We have a daily conflict over the radio

programs,” said a mother. “Jacky loves the Wizard of Oz and listens with sparkling eyes while Billy, three years older, is bored to noisy protest during this period which precedes a Tom Mix kind of sketch with its wild adventures. When this comes on Jack shivers and loses much of the enjoyment treasured from memories of the Wizard of Oz, yet he tries to conceal his reaction to the Wild West program lest he may be called a baby by his big brother.”

Time usually solves these problems of acutely different tastes in books, radio programs, and movies. The first of the three is far more easily adjusted in home life. The wise guide does not insist upon reading—or demanding that he should read—poetry and fantasy for the lad who asks for history or tales of sports or books of mechanical information. To find a book adaptable for two or three children of differing ages and natures, in the same family, is a “chore” for many a mother—but it is not impossible. Mistress Abigail Adams, that courageous, gifted, and efficient wife and mother, wrote to her husband, John Adams, on one of his many long sojourns away from home in service to our country,

*The children's room
in the Jones Li-
brary at Amherst,
Massachusetts*

Photograph by
Kinaman



May, 1934

"I am reading Rollins Ancient History to the boys every evening." In this old-time book, dull compared with many a graphic, modern record of history or story, she found fact and folklore, romance and action.

Sometimes an anthology or edited selections will be the best introduction to great authors. Lamb's *Tales from Shakespeare* has served thus for three generations. *Masterpieces of Dickens*, in colorful binding, with alternate pages of text and Cruikshank's illustrations, introduced our young people, a score of years ago, to the dramatic scenes and droll characters of this novelist. They became household intimates. If the boys and girls seem indifferent, or smile with irony as Father or Mother "recites lines" from Tennyson, Longfellow, Bryant, or Whittier, why not try out their reactions to Kipling and John G. Neihardt, to Frost's "Birches" or Sandburg's "Fog" or Lindsay's "In Praise of Johnny Appleseed"?

Adjustment is the last word in becoming acclimated to life and literature. It may

exact substitutes and compromises. What may be supplied as rivals or substitutes for the strained, often vulgar, "funnies" and many films which are patronized by our "movie-made children"? Among other demands youth craves three things in life—adventure, humor, and drama. Books by masters of true humor, read aloud in dialogue, are excellent substitutes for vulgar "funnies." More often there might be home talent plays, using children of varying ages. For this kind of program there may be cooperation between homemaker and librarian. From one of the latter aides in stabilizing the literary climate and developing fun as well as mental growth in children have come suggestions of a few mirthful, dramatic programs which might be used in either school or home. They are found in two volumes of *A Treasury of Plays for Childhood*, with Tony Sarg pictures, two volumes of *St. Nicholas Book of Plays*, and a collection entitled *Ring up the Curtain*. There are many dramatizations of high-grade literature for the older boys and girls.

BULLETIN BOARD

National Congress of Parents and Teachers

California—at Sacramento, April 30-May 5
Idaho—at Pocatello, May 8-10
New Hampshire—at Concord, May 25-26
Washington—at Bellingham, May 1-3
Wisconsin—at Antigo, May 8-10

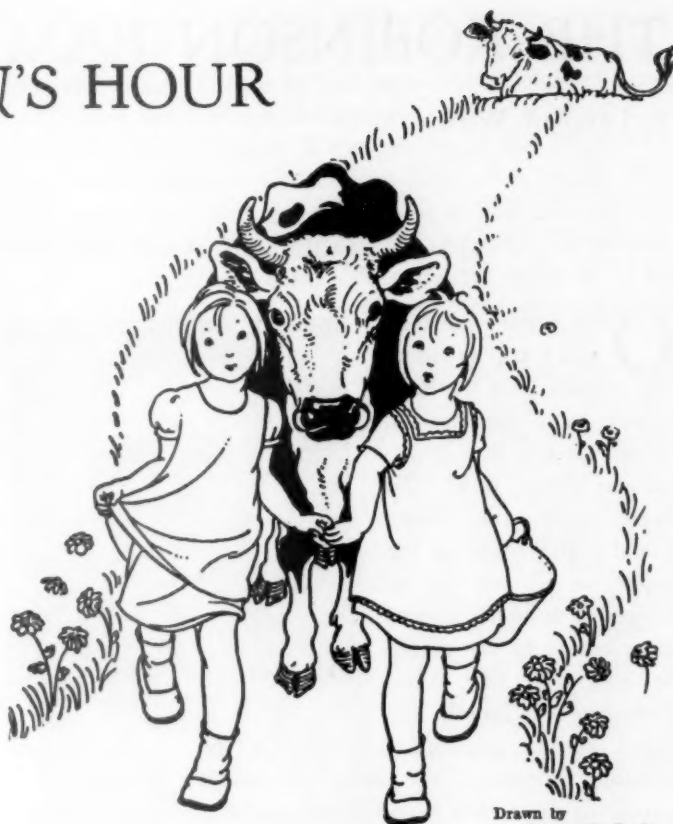
May 1—May Day—National Child Health Day
May 2-5—Convention, Association for Childhood Education, Nashville, Tennessee
May 6-12—Music Week
May 13—Mother's Day
May 13-19—Thirty-Eighth Annual Convention, National Congress of Parents and Teachers, Des Moines, Iowa
May 18—World Goodwill Day
June 19-21—Iowa Conference on Child Development and Parent Education, Iowa City
June 25-28—Annual Meeting, American Federation of Organizations for the Hard of Hearing, Washington, D. C.
June 25-30—Annual Meeting, American Home Economics Association, New York City
June 25-30—Annual Conference, American Library Association, Montreal, Canada
June 30-July 6—Annual Convention, National Education Association, Washington, D. C.

THE CHILDREN'S HOUR

GREEN GRASS AND WHITE MILK

By

WINIFRED WELLES



Drawn by
Marguerite Davis

Teeney and Weeney together are going
Down to the dairy to fetch the milk,
Down through the meadow as shiny as silk,
Where grass bends over and daisies are blowing.

With never a word yet somehow hobnobbing,
Teeney and Weeney, like tots in a dream,
Trudge solemnly down to bring back the cream,
Their bright yellow heads like buttercups bobbing.

Up through the field that the sun makes glossy,
Tossing their tails and taking their time,
Tinkling their bells in a rusty chime,
Cropping and crunching, come Bossy and Bossy.

They stoop to the ground or they stand unblinking,
Munching and munching, making green grass
Into white milk to pour into a glass
For Teeney and Weeney to have for drinking.

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THE ROBINSON FAMILY

By LEROY A. WILKES, M. D.

IX.

JACK ROBINSON AND HIS FIRST GIRL

ONE Sunday not long ago I was spending the evening with the Robinsons as I usually do, when we fell into a discussion about Jack. To begin with, the young rascal didn't show up for supper at all, nor did he telephone as he has always done before to say where he was. At first Mrs. Robinson was merely annoyed at his unpunctuality, but as the evening progressed she began to think something must have happened to him. She called up various friends whom she thought he might be visiting, but nobody had seen anything of him. Then Mollie dropped a bombshell by remarking innocently, "I'll bet he's with Marie Goldie; he's awful sweet on her these days!"

Now the Goldies, I know, are newcomers to the neighborhood and Marie, the eldest girl, is a pretty little thing, dainty as a china figure and, if my hunch is worth anything, an accomplished little coquette. She must be two or three years older than Jack.

In less than a minute Mrs. Robinson had Mrs. Goldie on the phone.

"Yes," she said as she replaced the receiver, "Jack was there early in the afternoon, and he and Marie went out for a walk. That's the last Mrs. Goldie has seen of either of them, and she's annoyed because Marie hasn't come in to supper."

"I told you so! I told you so!" chanted



Drawings by Arthur Herrick

Mollie—and was promptly reminded that it was time for bed.

When Mollie had gone upstairs, the three of us—Mr. and Mrs. Robinson and I—discussed Jack and his sudden growing up. Mrs. Robinson was inclined to be distressed about it. She couldn't understand why her Jack, who had never shown

much interest in girls beyond teasing Mollie and her friends, should suddenly begin running after "a chit of a thing like that Goldie girl!"

But Mr. Robinson only chuckled and told her that she was jealous; that Jack had been *her* boy so long that she couldn't bear to think of giving him up. Mrs. Robinson indignantly denied this, saying that she merely felt Jack was too young to be bothering his head with such nonsense. That made Mr. Robinson laugh outright, but when he saw Mrs. Robinson's flushed face he smothered his laughter and patted her hand.

"It isn't nonsense," he said. "It's a perfectly natural proceeding, and you and I've got to make the best of it."

He appealed to me to back him up and of course I agreed that it *was* natural for boys and girls of adolescent age to take an interest in each other. Jack is a well set up, handsome lad and naturally the girls are beginning to notice him. And Jack himself would be less than human if

he did not enjoy a little admiration. Besides, he is beginning to find that a girl will give him lots of sympathy; will listen to his ideas and plans and make him feel grown-up and important. If Jack were living in a primitive society he would be counted a man, not a boy, and would be ready to assume the privileges and responsibilities of manhood. Living in our artificially planned civilization he is still reckoned a child, but for all that, old Mother Nature is driving him to show off in front of the girls, to seek their company, and to see in them a kind of being of whom he has never before been conscious. Jack is due to learn a whole lot during the next few years—things which his mother and father could never teach him.

BUT Mrs. Robinson need not worry about him. She and his father have given him a splendid groundwork on which to build his own adult life. They have given him a healthy body and a healthy mind. Of course it is natural for them to want to save him from making mistakes, from being hurt by his companions, from all sorts of unknown difficulties that lie before him. But they know in their hearts that it can't be done. From now on Jack will rely less and less on his father and mother, and that is exactly as it should be. The main check on his behavior, as far as his home is concerned, will be the indirect influence of his father. Fortunately Jack and his father are good pals, and I feel sure that Jack would not deliberately do anything to forfeit his father's approval.



It was nearly ten o'clock when Jack finally came in. He was quite frank as to where he had been—for a long walk with Marie and then back to her home for a late supper. I was glad to see that Mrs. Robinson didn't scold him. She merely asked him to let her know another time when he would be late, and he cheerfully promised he would. Then he, too, went up to bed, whistling to himself; and again we were left.

For a while we discussed the porch parties, the picnics, the dances, and other social activities which this summer evidently holds in store for Jack. Mr. Robinson teased Mrs. Robinson about the way her cleaning bills would go up just as soon as the white flannel season began and Jack demanded a fresh pair three or four times a week in order to impress the girls. But Mrs. Robinson managed to have the final word.

"I don't care what you say," she remarked. "I give that Goldie girl just one month before Jack

gets tired of her, the little minx!"

And she may be right at that!

FLAMING youth passed out several years ago, and blasé indifference last year. Youth is no longer blasé or indifferent, but is actually taking an interest in college life and extracurricular activities. Thus, one good thing at least has come out of the depression. We are now thrown back on ourselves and the simple joys of college life which used to satisfy us long ago."—
VIRGINIA C. GILDERSLEEVE, *Dean of Barnard College.*

Next Month: Camps for the Robinson Children

TODAY'S CHILD IN TOMORROW'S WORLD

A Parent-Teacher Program, 1934-35

A LOCAL Congress parent-teacher association is best served by a program planned to meet its greatest individual needs. There are, however, subjects for discussion which are of perennial interest to all who are working for the sound development of young personalities. It is subjects of this type which CHILD WELFARE weaves into its *Parent-Teacher Program* each year and presents for the convenience of Program committees. It is understood that the content and length of each monthly program may be changed, adapted, and modified to suit the different needs of school communities and parent-teacher associations.

The Parent-Teacher Program for 1934-35 begins in the September, 1934, issue, and continues for eight consecutive months. It forms the basis for valuable study on timely topics; for membership participation and activity; for social meetings; for the carrying out of profitable child welfare projects. Well-known parent-teacher specialists who are giving constructive help in planning the outlines which make up the *Parent-Teacher Program* are: Marion L. Faegre, Joy Elmer Morgan, Julia Wright Merrill, Ellen C. Lombard, Mrs. B. F. Langworthy, Marian Telford, Mrs. J. K. Pettengill, Mrs. William T. Bannerman.

TOPICS FOR A PARENT-TEACHER PROGRAM

September, 1934—April, 1935

1. THE HOME START

The neighborhood of the home, the physical, cultural, and spiritual attitudes and habits of the home are continually weaving the pattern of the child's life.

2. THE SCHOOL LOOKS TO THE FUTURE

The school goes on with the pattern the home has started and does its best to prepare the pupil, according to his abilities, for the social order of tomorrow.

3. THE LIBRARY—AN OPEN DOOR

Whether in village or city, the library opens doors of opportunity for those who in a rapidly changing world are to engage in vocations and avocations and make good use of new leisure.

4. MAKING THE MOST OF RESOURCES

Present economic conditions point to a crying need for home, school, and community training in the management of all material resources if the society and government of the future are to be stabilized.

5. REALIZING THE HOPES OF THE FOUNDERS

The parent-teacher movement was an outgrowth of the social trends of the nineteenth century and since 1897 it has been

striving to meet the changing needs of parents and children.

6. SAFEGUARDING THE CHILD FROM PHYSICAL HARM

In a mechanical age the physical protection of children of all ages becomes a task in which the children themselves and all who are interested in the next generation must participate.

7. SAFEGUARDING THE CHILD FROM MORAL HARM

The church has an important part to play in setting and interpreting social standards, and in stimulating character development. Wisely chosen recreational activities can be satisfying substitutes for the misdemeanor type of activities, and a means to spiritual growth.

8. FUTURE TASKS FOR TODAY'S CHILDREN

"Children learn by doing." If they are to become good citizens and capable of administering public affairs efficiently, they must have constant experience in the home, in the school, in the church, and in the community. It is the duty of adults, particularly of parents, to provide the facilities and opportunities essential to the practice of good citizenship.

THE CHILD IN SCHOOL

A Parent Education Study Course, 1934-35

MORE than 5,000 local Congress units are now conducting study courses. Many of these groups have been following the *Parent Education Study Course* which appears in *CHILD WELFARE* under the direction of Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education, National Congress of Parents and Teachers.

The 1933-34 course concluded in the April issue. The studies which make up the course for 1934-35, beginning with the September, 1934, number of the magazine, center around the guidance and protection which adults must be alert to provide for school children of all ages in a period teeming with challenging problems. Among the distinguished specialists in several fields who will contribute to this very helpful study course are: William E. Blatz, M.D., Janet Arnold Buckingham; Ruth Scott; Esther McGinnis; Ernest R. Groves; Harold C. Stuart, M.D.; and Garry Cleveland Myers.

Study groups and individual parents may look forward to receiving definite help from next year's material on the subjects which follow.

TOPICS FOR STUDY GROUPS

September, 1934—April, 1935

1. GETTING READY FOR SCHOOL
The value of the Summer Round-Up as an aid in sending healthy children to school; the effect of good attitudes developed in the home toward school work of children of all ages; and the importance that parent and child be fully acquainted with school and teacher.
2. EATING TO LIVE
The part that a good breakfast plays for the child in school; lunches that are nourishing, healthful, and appetizing; and, in general, wholesome food for growing children.
3. THE PARENT, THE SCHOOL CHILD, AND CLOTHING PROBLEMS
How clothes affect the attitude of the child; how parents' attitudes toward clothes are reflected in the child; what simplicity and good taste mean; clothes that allow for growth and are entirely comfortable; clothes to wear for sport, "dress up," and other occasions.
4. PLAY AT SCHOOL
How school playgrounds should function; rainy day play; the community's part in providing play for the school child; play interests of school children of different ages.
5. THE SCHOOL CHILD AND MONEY
Methods and materials for early training in managing money; budgeting for wise spending, saving, and giving; school banks and thrift; the importance of money management in private and public affairs.
6. THE SOCIAL LIFE OF THE SCHOOL CHILD
The place of clubs and how to deal with the problems they produce. How often shall the school child go out at night—for what kinds of work, study, or recreation—and how late shall he stay?
7. HEALTH FOR THE SCHOOL CHILD
The place of organized play and outdoor life in the health program; crowded hours, overstimulation, and hurry in the school and outside of school, and their effect on school children.
8. PLANNING FOR THE SCHOOL CHILD'S SUMMER
How shall the school child spend his time during vacation? The trips, picnics, hobbies, and play groups which are of most interest and value; the place of reading; holidays at summer camps.

Leaflets describing this course and leaflets describing the *Parent-Teacher Program* will be available free to local Congress units and to subscribers to this magazine from the offices of *CHILD WELFARE*, 1201 Sixteenth Street, Northwest, Washington, D. C.

THE GRIST MILL . . EDITORIALS



CHILD WELFARE is the Official Magazine of the National Congress of Parents and Teachers. The objects of the Congress are

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

—From the National By-Laws, Article II.

WE are accustomed to crops which come in the fall. But there is a large crop which comes annually in the early summer—and that is the crop of youthful graduates from our high schools and colleges.

The problem of absorbing these thousands of young men and women into our industrial and professional life is one of growing seriousness. That youth is thinking ahead was demonstrated when in one of our large American cities recently the pulpits of one religious denomination were occupied by young people. One of them said, "There is nowhere else in America so much idealism as is found among high school and college youths."

This enthusiasm is refreshing, but along with it must go the determination and the hard work which are needed if youth is to meet with anything like success the conditions which challenge the best thinking and the noblest doing of the next generation.

The high school diploma and the college degree cannot be depended upon to bring flattering opportunities to work—least of all this year—and the chosen vocation will often have to be temporarily sidetracked. An honor graduate from a school of business administration has shown great resourcefulness while waiting to enter his profession by building up a profitable busi-

ness in stringing tennis rackets and selling tennis equipment.

The story is told of Daniel Webster that when he received his college degree he went behind the building and tore it up. "This shows what I have done," he said. "It now remains to be seen what I can do."

This is the spirit which will carry our youth through to a period of more satisfactory adjustments.

GIVE MOTHERS A BETTER CHANCE

ON May 1 communities all over the country will be celebrating May Day-Child Health Day, and building programs around the slogan, "Mothers and Babies First." On May 13 hundreds of thousands of people will be observing Mother's Day.

What more fitting than to combine the two, to use the two intervening weeks for an intensive study of the welfare of mothers and babies? What could be more suitable than to turn Mother's Day into an occasion for studying the causes of the appalling figures of deaths connected with maternity, and then doing something to reduce these numbers?

Every year in the United States 16,000 women die in maternity, and 10,000 of

them die needlessly. In fifteen states, the Children's Bureau carefully investigated a total of 7,380 deaths from causes connected with maternity. Among the facts found were these:

Nine per cent of the women had received no medical supervision at all, or only when dying.

Only 54 per cent had any prenatal care whatever, 24 per cent received poor care, and only 13 per cent had good care beginning not later than the fifth month.

More than half the women had some operative procedure; of these, 43 per cent were women whom the doctor had not seen before labor or before the acute emergency.

The rate was higher for urban than for rural sections, being 7.5 per thousand live births and 5.5, respectively.

What can we do about it? We can learn precisely what the facilities for maternal care are in our own communities and strive to make them measure up to the standards of adequate care. Through local publicity channels—newspapers, radio stations, club meetings—we can make the public conscious of the need to make maternity safe for mothers.

By writing to the Maternity Center Association, 1 East 57th Street, New York City, you can get a "Publicity Kit" to help in the campaign, and appraisal sheets for studying your own community facilities and needs.

SPIRITUAL TRAINING

THE Child's Religion," the basis of this month's lesson for study groups, and published in our April issue, is a thoughtful article written by Joseph M. Artman, chairman of the National Congress Committee on Character Education.

May, 1934

Dr. Artman feels that all training, when worthy, is spiritual training; that character education should not be thought of as just one emphasis in our parent-teacher program, but as the flowering of all our endeavors. Character Education committees have a broad field, that of using all parent-teacher activities—besides those of home, school, church, and community—as



Drawn by
Norman
Rockwell

Courtesy the Saturday Evening Post

instruments in building spiritual qualities in our children.

Could there be a more opportune time to make all our training of children so worthy that it is really spiritual training!

The June-July issue of CHILD WELFARE MAGAZINE will contain, in addition to outstanding feature articles, news and reports from the Convention of the National Congress of Parents and Teachers, to be held in Des Moines, Iowa, May 13-19.

A PARENT-TEACHER PROGRAM

9. THE MOTION PICTURE SITUATION

Ways of Getting and Showing Films Suitable for Children and the Family

We have come to know that one learns more, retains knowledge longer and in greater detail if it reaches the mind through the eye than if it comes through the ear alone. The motion picture utilizes this advantage and combines it skilfully with great emotional themes and brilliant scenic effects. By uniting knowledge and entertainment the picture in motion with sound has given us a new medium of education which is successful beyond the dreams of its inventors, authors, and sponsors.

THINGS seen are mightier than things heard."—ALFRED LORD TENNYSON.

Reading of the Message from National or State President.

(See this issue of CHILD WELFARE and current issue of state bulletin.)

BUSINESS MEETING (20 minutes)

Reports of secretary and treasurer; announcements; reports on projects begun at previous meetings; new business which cannot be done by Executive committee.

PROGRAM (30 minutes)

(In charge of chairman of Motion Picture or Program committee.)

TALK BY A PARENT: THE RESPONSIBILITY OF PARENTS AND TEACHERS TO SUBSTITUTE WHOLESOME MOTION PICTURE ENTERTAINMENT FOR THE COM- MERCIAL THEATER PROGRAMS.

(Points to develop: sources of non-theatrical films and non-theatrical film equipment; the desirability of parents and teachers assuming the task of controlling any entire program of motion pictures to which school children go and for which the parent-teacher association is responsible. Illustrate by citing programs seen in commercial theaters when the feature film was desirable, but accompanied by undesirable comedies, short subjects, or advertisements for future attractions.)

The National Congress of Parents and Teachers has adopted a new approach to the old problem of motion pictures. It has set new objectives and suggested new procedures. This has been made possible by the increased availability of non-theatrical films for education and for recreation. It has been made necessary by the failure of previous plans to improve motion picture production, distribution, and exhibition.

References

- Congress Publications. "Motion Picture" leaflet. Single copy free from state office.
"Projects and Program Making."
"The Teaching of Motion Picture Discrimination." Edgar Dale. Single copy free from state office.
CHILD WELFARE MAGAZINE. "Facts About Motion Pictures." Monthly, September, 1933-
May, 1934.

TALK BY A TEACHER OR A SCHOOL, COUNTY, OR PUBLIC HEALTH NURSE: THE EFFECT OF MOTION PICTURES UPON THE HEALTH, CONDUCT, AND CHARACTER OF CHILDREN AND YOUTH.

(Points to develop: effect of motion pictures upon sleep and the nervous system; results of motion pictures on mental attitudes and actions of children and youth. Note especially the fact that children at very early ages learn faster and retain longer and in greater detail the knowledge content of films than of books and talks by teachers.)

"The pedagogical mind has long been inclined to insist that motion pictures might furnish a hodge-podge of new impressions, but that no lasting value could be derived. Dr. Stoddard and Dr. Holaday found that the reverse is the case. After seven months a group of second and third grade children retained 94.7 per cent of the knowledge which clearly came from the films seen. The average for boys and girls of all ages was 70 per cent retention. 'A medium which does this,' Dr. Holaday pointed out, 'is too valuable to be omitted from the ranks of principal aids to education.'"—HENRY JAMES FORMAN.

References

- Bureau of Foreign and Domestic Commerce, U. S. Department of Commerce, Washington.
D. C. Monthly releases of non-theatrical films. \$1 per year; 10 cents per copy.
Charters, W. W. *Motion Pictures and Youth: A Summary*. New York: Macmillan. \$1.50.
Dent, Ellsworth C. *A Visual Instruction Handbook*. Provo, Utah: Bureau of Visual Instruction, Brigham Young University. Cloth, \$1.60 postpaid; paper, \$1.10 postpaid.
1000 and One Films. New Edition. Chicago: Educational Screen, 64 East Lake Street. 75 cents.
White House Conference on Child Health and Protection. *The Child and His Community*. New York: Century. \$2.

SOCIAL PERIOD

Visit exhibits arranged by chairmen to show catalogs of educational and commercial sources of non-theatrical films and film equipment; arrange to have the director of visual education of your state university, or a substitute, present to demonstrate the use of motion pictures for educational and recreational programs in schools.

Projects

1. Organize a Motion Picture committee with seven to fifteen members to act with the chairman. Appoint different members to be responsible for each phase of the committee's work as follows: visual aids to education and necessary appropriation; regular programs of wholesome entertainment films; exhibition rooms or auditoriums; legislation and study of motion picture problems; amateur motion picture clubs.
2. Prepare exhibits on visual aids: catalogs of film libraries to be secured from the United States Departments of Commerce and Agriculture, visual education departments of state universities, industrial laboratories and commercial firms specializing in non-theatrical films and film equipment. (See CHILD WELFARE "Film Service" for January, February, March, April, and May, 1933.)
3. Organize study groups to use Dr. Edgar Dale's *How to Appreciate Motion Pictures* (New York: Macmillan. \$1.20.) and his pamphlet, "The Teaching of Motion Picture Discrimination."

Each phase is important, but each requires different skills and will introduce a variety of interest and efficiency into the work of the committee. The chairman and secretary will serve the group best by becoming familiar with the contents of the reference list and the catalogs for films and film equipment.

This program was outlined with the cooperation of Mrs. Robbins Gilman, Chairman of the Committee on Motion Pictures, N. C. P. T.

Turn to page 474 for announcement of the Parent-Teacher Program for 1934-35

CHILDREN'S ENTERTAINMENTS

How One Enterprising Community
Offered a Successful Substitute for
the Movies

By DOROTHY LOA MCFADDEN

LETTERS and telephone calls have come to us, all with this same eager query: "We understand that two thousand children in your community attend the entertainments which you offer them, and that you are paying for a rather expensive program at ticket prices of only ten cents a child! Won't you tell us how you do it, so that we can perhaps do something similar in our town?"

Our committee is very glad to be of service, and I shall try to answer here, very briefly, some of the specific questions which parent-teacher groups have asked:

What was the purpose of the committee in putting on these entertainments? To provide for our children on Saturday afternoons wholesome programs which they would thoroughly enjoy, which would be as inexpensive as most motion pictures, but more suitable to their ages.

How was the committee organized? After obtaining the support and encouragement of the board of education, the group of parent-teacher association and women's club representatives who had originally discussed the idea, elected committee officers from among their number: chairman, vice-chairman, treasurer, secretary, and chairmen of Publicity, Hostess, Program, and Charity committees. Each of the P. T. A. presidents then appointed four representatives from her organization: one in charge of tickets, one in charge of publicity, and two as hostesses.

What kind of programs do you present? We have tried to choose entertainments

which would provide real fun for the children, and also be of the highest standard in characters presented as well as in artistic and educational content. No program was offered without thorough investigation. We had this year: a naturalist with animal films; a musical program; a marionette play; a folk song recital; an explorer with movies; a fairy tale operetta; a play by our high school dramatic clubs; a magician.

What auditorium did you use? The board of education allowed us to use the high school auditorium free of charge.

How did you finance the project? Each of the fourteen member organizations contributed \$10 to a revolving fund with which to start the year. We sold two thousand season tickets for two series at 80 cents for children and \$1.50 for adults for the eight performances, and also a good number of single admissions to each entertainment at 15 cents for a child and 25 cents for an adult. This income covered our expenses, which included: eight programs, each one given twice in one afternoon; the printing of tickets and circulars; fees to extra janitors; and incidental committee expenses.

How did you interest parents and children? We printed thousands of illustrated circulars and distributed them to every child in the school system through the publicity representatives of each school. Talks were given in every school assembly, and at every parent-teacher meeting, and announcements followed each month. Notices appeared regularly in all local papers both before and after performances.

How did you sell the tickets? Through

our ticket representatives in each school, who stood ready (in a room and at a time designated by the school principal) to sell directly to the children. No teacher was burdened with this extra duty. The committee treasurer first distributed the tickets according to the number of children in each school, and ticket representatives were responsible to her for tickets and money.

How did you care for the children at the performance? Our Hostess chairman, her committee of parent-teacher representatives, and a troop of Boy Scouts, were in charge to take care of the comfort and safety of the child audience. The hostesses spoke occasionally to unruly children who were disturbing those around them but they were seated most of the time in assigned places along the aisles. There was no patrolling of the aisles, because we felt this would in itself create a disturbance and an undesirable atmosphere of repression. We found that if the program was sufficiently attractive no discipline problems arose. Taught by an unfortunate experience when 1,200 children mistakenly thought the performance was over and hurried out of the building, the chairman thereafter formally dismissed the children each time and directed them to leave by sections. This plan eliminated all pushing and confusion.

Were the teachers interested in the programs? Yes, indeed; they were most cooperative. The vice-chairman of our committee was the school supervisor of

music, and she was of the greatest help not only in selecting and incorporating the musical parts of our series in the school curriculum but also in interesting principals and teachers in all the schools in our whole series of entertainments.

Did you give any tickets to charity? We allowed the poorer children to buy season tickets by instalments; gave free tickets, donated by local service clubs, to especially deserving children through the school principals; and gave one hundred tickets to each performance to the Children's Aid Society, orphanages, etc., and assisted them in transporting the children.

Why were the entertainments so successful? Because they filled a need, immediately recognized by the parents, for good, wholesome entertainments for their children at lowest prices; because the program was varied, and was *real fun* and not merely a so-called "educational" series; because it was carefully organized and planned; but most of all because such a large number of parent-teacher associations, women's clubs, school principals, and parents were working *together* for the good of the community.

We have learned much by our mistakes as well as our successes. If we can be of any help to other communities in organizing a similar series or in planning their programs, we shall be glad to give the results of our experience. Please address questions to Mrs. James L. McFadden, 580 Ridgewood Road, Maplewood, New Jersey.



KEEPING THE CHILD HEALTHY

Some Tried and Tested Methods of
Maintaining the Child's Mental
and Physical Health

By CAROLINE HEDGER, M. D.

THE changes in school systems because of lack of money will probably curtail and have in some cases already curtailed services that tend toward cooperation between school and home for the good of the child.

In some places visiting teachers are out; health work is limited in the school to inspection for contagion and to more intensive care of a child only if he is conspicuously malnourished or ill; and vocational guidance is diminished or eliminated. This retrenchment of agencies that would reach the home may act in two ways. First, it will, unless counteracted by increased care in the home, make more difficult the finding of the real abilities and gifts of the child. Second, it may make more difficult the health conservation and health building of the child. Really these are both health problems, for the child forced into lines of activity and occupation unfitted to his make-up is often a problem in physical as well as mental health.

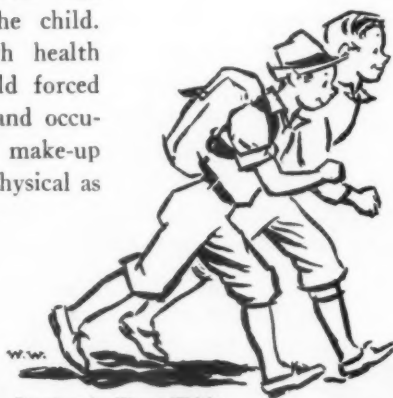
In considering the discovery of the powers of the child, we must realize not only that the lack of services mentioned above hampers the school work but that the so-called economy programs demand larger classes, so that each child gets a smaller fraction of attention from the teacher who might under less pressure discover his bent and his abilities. We have

never solved this problem in the school. Although previously we have given special care to the very backward and in some cases to the superior, with the garden variety of child we have done little. Children are individuals. They have gifts. They have limits of fatigue. They have possibilities that should be discovered and developed.

Vocational Help

IF THE school cannot, because of reduction of services, initiate a cooperation to build and bring out the powers of the child, it will be a serious matter if the home does not wake up to the need. Large numbers of parents have to be brought to the point of really seeing what they have in the child. They cannot demand the same training for all of their children, nor at the same speed, nor dare they blame or depreciate the child who is different from the rest. For example, if the child is motor-minded he must be encouraged to make things and use his hands. Materials and tools must be provided and op-

portunities must be given to see hand and machine work. Above all, appreciation must be shown of what he does achieve. Shaming and blaming such a child for his lack of interest in book learning is the wrong approach.



Drawings by Wynna Wright

Another point in vocational health which must be made plain in the home is that the vocations of the children cannot always fulfill the frustrated lives of the parents. The artistic efforts of children should be praised so far as they warrant praise, not overrated or exploited. No child should be chained to a hated piano because his mother did not have a chance at music lessons, nor should he be forced into precocious performance to feed the pride of the parents. If there is a gift it should be given the chance to develop; and by victrola, concert, or radio a child can be taught (unless tone deaf)

to know good music and to enjoy it.

What is to be done if a child has a clear call to some vocation and financial stress prevents the necessary education? I believe his hope should be kept alive as long as possible. I know a boy who has a call to medicine. He has to work on an ice wagon but he can read physiology and science that will help him if he gets his chance later, and he will enlarge his world by so doing even if he misses his aim.

In parent-teacher associations problems like these can be discussed. People who can help in the solution should be brought in. But what of the rest of the parents? How can your membership be made 100 per cent of the school group? I am not sure but that the privilege of school for the children should include compulsory education of parents along lines of cooperation for the good of the children.

Physical Health

PRESSING as is the problem of vocational health which we have been dis-

cussing, the problem of conservation and building of physical health under the curtailed services of the schools lays even heavier responsibilities on the home. We really were headed toward a recognition of health needs of children in schools. We were far from attaining ideal health for every individual child, but there was constant gain. How much of this kind of work will be left after the wreckage is picked up I do not know.

It must be clear that health is basic. The powers of a child will not work without a body to express them in word or work or character. What is basic here?

Growth in the school child. Growth in either height or weight is a sign of health and someone has to know that the child grows. Both the school and the home should know this, but surely the home must. It seems simple, does it not, to have the parents' natural interest and pride in the child express itself in a record of the child's growth? For height, a pencil mark on the side of a door once a month would tell the story—shoes off, heels against the wall, book on head and against the wall to be sure of accuracy. A weight record demands weighing each month.

In some states health work is done with the simple methods of weighing and measuring and the slogan "keep growing"—supplemented, of course, by follow-up work and teaching by trained people.

Fundamental to growth and to be considered as an important health standard is nutrition. What is needed is not a comparison of the child to some height-weight table, but the ability to recognize seven signs of good nutrition which should be present in every child and are present in



well children. Before going into the signs of nutrition, perhaps we should define the term. Nutrition in the sense in which we are using the term means the balance between income and outgo. The income consists of all factors that build up—air, sunshine, water, sleep, food, shelter, play and work, and happiness. The outgo is the demands made on the body by growth, education, overactivity, wrong or insufficient food, and destructive emotions such as fear, worry, and anger. Good nutrition is a sufficient balance on the income side to keep the child growing and decently covered with muscle and fat. Bad nutrition may be of two kinds—an excess of outgo that leaves the child thin, or bad diet and program that leave him rolling in fat.

The signs of good nutrition are:

1. Quality—hardness, elasticity, size, expansion, and movement of the muscles of the upper arm.
2. Sufficient fat under the skin to make a comfortable, but not cumbersome, covering and a nice fit to the skin.
3. Posture—without the angel wings and droop shown by the thin ones.
4. Good color—ears pink when the sun shines through them.
5. No dark circles under the eyes.
6. Expression of alertness without overstrain.
7. Ability to be happy and play normally.*

Of course, correction of defects of eyes, ears, nose, and throat enters into this question of nutrition and at the moment is a serious problem. Although we may be unable at this time to get all the children cared for, correction of defects should be kept as an aim and achieved at the first possible moment, not only as a necessity by the individual responsible for the child, but

by the community as a protective measure for the future.

How the Home Can Help

How can these vocational and health responsibilities be recognized and made a living thing in homes sometimes crippled financially?

1. Every organization interested in children has to state its problem clearly and attempt solution. We could make some headway if we seriously went into parent education on fundamentals.

2. Behavior depends on nutrition, sleep, and the condition of the liver as well as on external stimulus. Something could be done, I believe, by the setting of standards showing fine children or those that have improved on better health habits.

3. In some way credit or encouragement could be given to parents who produce fine children.

4. A concerted effort should be made to have conversation and reports on fine conditions and achievements. The constant telling of symptoms and bad habits fixes them in the mind of the overhearing child and tends to exaggerate passing things that should be overlooked into problems.

5. A plan for the examination of school children either by the family physician or under some group arrangement should be promoted.

6. Simple types of questions, reports, and health statements might in some places be worked out. These could be widely distributed to the school personnel outside of any organizations.

The National Mothersingers Chorus will present a program at the Shrine Auditorium in Des Moines on Tuesday evening, May 15, as a feature of the Convention of the National Congress of Parents and Teachers. Those interested in taking part should write for further information to the chairman of the Committee on Music for their state Congress.

*Franzen, Raymond. *Physical Measures of Growth and Nutrition*. New York: American Child Health Association. 450 Seventh Avenue. 1929.



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In Cocomalt your child gets *these 5 important nutrients*

See how he gains in strength and vitality!

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That is why Cocomalt is so beneficial for growing children. Mixed with milk, it produces a food-drink of high nutritional value. In this one delicious chocolate flavor drink are combined the 5 vital nutrients your child needs and *must have* to grow strong and sturdy.

No false claims are made for Cocomalt. It is accepted by the Committee on Foods of the American Medical Association.

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Prepared as directed, adds 70% more food-energy to milk



May, 1934

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THE P ~ T ~ A AT WORK



Edited by HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

UNNOTICED MOTHERS

Idaho

A sincere and earnest woman who is Welfare chairman of a local parent-teacher association has probably made more real friends this winter than any two or three of us in our ordinary walks of life. In her visits to homes of the very poor—tents, sheep-wagons, cabins, or mere shacks—she was impressed by the various attitudes of hopelessness, helplessness, or mere passivity that poverty had engendered in them.

With a deep desire to help and an understanding heart, she has organized these “unnoticed mothers,” as she calls them, many of them widows, or women with sick husbands or husbands out of work for months, into a group called “The Progressive Mothers Circle” which meets one afternoon a week with those mothers who have space large enough to accommodate the circle, for a pot-luck luncheon and discussion of their problems. It is the purpose of the leader to kindle in these mothers, some of them so engulfed in despair that they have lost almost all interest in better conditions, a desire to care a little better for their families than they have done in the past.

Questioning revealed that their meals at home consisted mainly of potatoes, carrots, beans, and cabbage, so the group has studied the best ways of preparing and combining these nutritious vegetables. The mothers

relate their experiences and bring recipes to exchange.

The leader plans to ask various individuals to speak to the circle—the school nurse to discuss sanitation, prevention of disease, feminine hygiene; the domestic science teacher to explain the preparation of nourishing meals; and some of the ministers to encourage the spiritual development of the children and to bring a reminder that youngsters brought up under the influence of the church are less likely to get into moral difficulties or to be guilty of infringements of the law. Sex problems will be studied and the mothers shown how to impart sex knowledge to their children in right ways.

Efforts will be made to stimulate interest in the appearance of the homes. Clubs of the town will be asked to donate attractive “white elephants” such as vases, pillows, pictures, books, and curtains to be presented to the mothers at intervals during the year.

Heretofore these mothers have been practically unreached by the regular P. T. A. except with material assistance. In most cases they were not able to pay membership dues, and, conscious of their poor clothes, they lacked courage to attend the P. T. A. meetings. The Progressive Mothers Circle, however, seems to be bringing hope and courage into their lives, and at the last regular meeting of the P. T. A. several mothers were present and wore their brightest smiles when their

leader's name was mentioned.—MRS. R. **SCHOOL GARDENS**
V. JONES, 337 Walnut Street, Twin Falls.

Florida

UNNOTICED CHILDREN

Louisiana

In the higher grades of an elementary school in Ruston, there is a room in which the enrolment includes fourteen children from a near-by orphanage. Each month these children were very unhappy because their room never received recognition for having the largest number of parents present.

The president of the parent-teacher association got in touch with fourteen prominent women in the town who either did not have children or whose children were away at college. These women were invited to come to the parent-teacher meetings, "adopt" a child, and stand and be counted as parents for this room. This particular room has now won recognition several times. These adoptive mothers also visit the school and aid their "adopted" children whenever possible. They have created a friendly spirit in the city and proved to be a fine community influence.—MRS. L. A. MAILHES, *State President*, 911 Delaware Street, Shreveport.

In Florida, the school garden movement is being urged and sponsored by garden clubs, the state forest service, and parent-teacher associations. The parent-teacher Beautification chairman of Pinellas County also heads the garden club work in the state. St. Petersburg has six school gardens, and in Pinellas County eighteen gardens prove the value of this work. The demonstration garden at the Lakewood School in St. Petersburg is the project of the school, and one to which the P. T. A. points with pride.

At this school a professional gardener has planned the planting, which centers around a bird bath. Each grade has two half-hour periods each week for garden work under the supervision of a regular teacher who has made a special study of gardening. Each boy has a plot of ground eight by twelve feet for raising vegetables, and each girl is responsible for a section of a long flower bed. Each grade also has a flower bed.

A community flower show at the Lakewood School in April, 1933, proved the great value of the gardens as a means of

Some of the exhibits of the flower show which was held at St. Petersburg, Florida, last year at which boys and girls showed their choicest products from home and school gardens



May, 1934

developing a wider community interest in the school. Five hundred and sixty-five visitors registered in a day and a half. The children brought their choicest products from school and home gardens. At a luncheon served to the judges and the Flower Show committee, potatoes, radishes, and onions from the school garden appeared on the menu. Seventy-six bunches of onions and 326 pounds of potatoes were sold by the children during the show. In gathering native plant material for the background and decorations, a practical lesson in conservation was learned by the boys and girls in charge. In the children's department the exhibit was arranged to show that the plant world is valuable to man; that it furnishes him with food, clothing, shelter. It also showed the results of carelessness in the use of fire and the value of birds as destroyers of insect pests. This was done by means of posters and exhibits loaned by the state forest service, the conservation department of the woman's club, and the state fish and game department. Another show will be held this year.

South Ward School in Clearwater has long been convinced of the value of gardens and children's flower shows having promoted both successfully for five years.

The workers for school gardens in Florida believe that a first-hand knowledge of all native plant life and an appreciation of our debt to it is a vital and necessary part of the education of children, particularly of those who live in cities.—MRS. HOWARD POMEROY in the *St. Petersburg Times*.

THE SUMMER ROUND-UP

New York

The Summer Round-Up was held in Cattaraugus last May as the climax to a week of campaigning and publicity promoted by the county health department and the parent-teacher association. It was aided greatly by many other local organi-

zations and individuals. In fact, the entire community was stirred to a child health consciousness.

The high school art class made posters announcing Child Health Week and giving the date of the examination and the invitation to attend. Each merchant who showed a poster used his particular line in a window display to illustrate the news on the poster. The preschool child's welfare was especially emphasized. The library, centrally located, displayed child study and child training books on an attractive table in an accessible place.

Probably the most important display was in the county health offices where mothers and children waited to be examined. It was an excellent example of visual instruction, and is still greatly enjoyed. This was a display of the Poor Health House and the Good Health House, built side by side on a table by fourth grade pupils. The Poor Health House is about one foot square. It is stuccoed with coffee, has a thatched roof of tea, a chimney of candy, only a few windows screened, front steps of loaf sugar, front path of more sugar, and a front lawn of tobacco and fried cakes. The garage is a cake, and the car is a cucumber on candy wheels.

The Good Health House is also about a foot square. It is stuccoed with oat meal, has a roof thatched with graham crackers, a chimney of red beans, all windows screened, an orange peel window awning, a raisin door frame, steps of a small amount of loaf sugar and good quality candy, a front lawn of split peas. The garage is a loaf of whole wheat bread, and the car is a potato with carrot wheels.

When parents and children arrived on the day of the examination they were welcomed in a homelike room which was stocked with reading material on health for people of all ages. In the room where the clothing was removed were exhibits of correct and inexpensive clothing for little

children, and also a dainty but inexpensive baby basket with a correctly dressed baby doll.

After the child was returned from the nurse and doctor and was being dressed, the local nurse consulted with the mother and gave instructions for corrections necessary and for proper care during the summer preparatory for school entrance in the fall.

The Summer Round-Up is financed by the county health department. Many organizations in the city helped the parent-teacher association with donations to be applied to follow-up medical and dental work for children whose parents were unable to pay for such work.

After the Summer Round-Up was over the homes were visited by the local district nurse. Later, they were visited by a member of the study group of the parent-teacher association and the mothers were invited to join that group in the fall.—MRS. DOROTHY H. IVES, *Cattaraugus*.

North Carolina

The preschool clinic of the E. K. Powe School, sponsored by the parent-teacher association, was held on two mornings in the spring, from nine until twelve o'clock. We have found that the clinic is better attended if examinations are given only in the morning.

Several weeks before the date of the clinic, the names of all children to enter school in the fall were obtained. One week before the clinic the Home Education de-

partment of the parent-teacher association sent a personal letter to all preschool mothers, inviting them to a meeting to be held a few days before the clinic. At this meeting there was a helpful talk by the school nurse and an inspirational talk by a good speaker, with discussion afterward. There was plenty of talk about the coming clinic and every mother was urged to come

and bring her child. The mothers were introduced to the teachers their children would have when they started to school in the fall, and the teachers explained how the mothers could prepare the children for school. There was a social hour with light refreshments prepared and served by the girls of the domestic science department.

Just a few days after this meeting the clinic was held at the school. The parent-teacher president, the Child Health chairman, and other members of the association received the parents

and children. Each child was enrolled and weighed before he went to the doctor for examination. A nurse from the health department did the weighing and another nurse assisted the doctor in his examinations. Toxoid was given to most of the children.

Before leaving, the children were given health booklets, and served milk and graham crackers.

In the fall the check-up of corrections was made by the school nurse.—MRS. J. L. FRIZZELLE, *President*; MRS. T. C. KERNS, *Summer Round-Up Chairman*, *Edward K. Powe P. T. A., Durham*.



One of the features of the Cattaraugus, New York, Summer Round-Up held last year was a display of correct and inexpensive clothing for a baby

CONGRESS COMMENTS

New officers of the National Congress of Parents and Teachers will be elected at the Annual Convention, to be held in Des Moines, Iowa, May 13-19. The Nominating Committee—Mrs. S. M. N. Marrs of Texas, chairman; Mrs. A. B. Shuttleworth of Colorado; Mrs. B. C. Hopkins of Iowa; Miss Charl Williams of the District of Columbia; Mrs. W. J. Hockett of Indiana—has nominated the following candidates:

President.....Mrs. B. F. Langworthy, Illinois
 First Vice-President.....Mrs. J. K. Pettengill, Michigan
 Second Vice-President.....Mrs. Hamilton Shaffer, Ohio
 Third Vice-President.....Mrs. Noyes D. Smith, Texas
 Fourth Vice-President.....Mrs. A. B. Shuttleworth, Colorado
 Fifth Vice-President.....Mr. A. F. Harman, Alabama
 Sixth Vice-President.....Mrs. C. H. Thorpe, Arkansas
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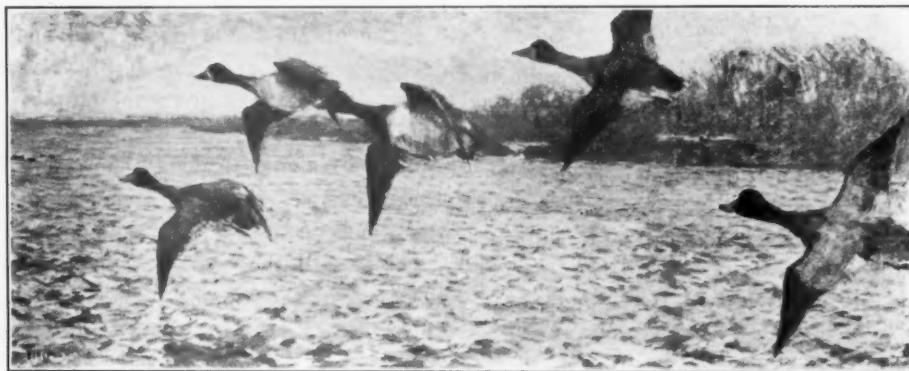
Committees composed of state presidents and members of the Executive committee of the National Congress will report practical suggestions from the Convention program through their chairmen who will take part in a panel discussion at Des Moines at the close of the Convention. Mrs. James Fitts Hill, president of the Alabama Congress, is chairman of the committee which will concentrate their attention on matters dealing with education; Mrs. W. J. Hockett, president of the Indiana Congress, is chairman of the committee which will report

suggestions concerning health; Mrs. John E. Hayes, president of the Idaho Congress, heads the committee which will report on matters dealing with the social outlook; Mrs. A. B. Shuttleworth, president of the Colorado Congress, is chairman of the committee which will report on matters dealing with the home; Mrs. Holland Flagler, president of the Illinois Congress, is chairman of the committee reporting on the citizens' share of responsibility; and Mrs. David W. Stewart, president of the Michigan Congress, is chairman of the committee to report on matters dealing with religion.

During March Mrs. Robbins Gilman, chairman of the Congress Committee on Motion Pictures, held one-day institutes concerning motion picture problems in Chicago; Albany; Toronto, Canada; and Boston. She also spent some time at the National Office and attended the hearing of the Patman bill in Washington.

The District of Columbia Congress of Parents and Teachers is establishing the Phoebe Hearst Parent-Teacher Foundation, a memorial fund to be used for scholarships in junior and senior high schools, educational work of the organization, welfare work, and other parent-teacher activities. The fund is to be administered by a group of seven trustees with Mrs. J. N. Saunders, president, as chairman.

Her many Congress friends will be saddened to learn that Mrs. William Brice, Jr., former president of the Pennsylvania Congress and for more than six years editor of the *Pennsylvania Parent-Teacher*, died recently at her home in Bedford, Pennsylvania, after a long illness.



"A Flight of Ducks," by Frank W. Benson

Courtesy Museum of Fine Arts, Boston

To Motion Picture Chairmen of Parent-Teacher Groups

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OFF TO A GOOD START

(Continued from page 454)

the material with which they have to deal and what potentialities exist in this material. They must be able to evaluate the worthwhileness of the various possibilities that are lying dormant and then they must provide an environment which will be likely to encourage the growth and development of the habits and attitudes and conduct patterns that will best serve the purpose of the child. As parents our efforts should be directed toward the development of positive attitudes and personality traits as well as useful habits, and emphasis should not be placed upon simply avoiding that which is undesirable.

The ultimate goal—which is that of training the child that he may approach his maximum efficiency and attain in life those more permanent satisfactions with a minimum amount of friction—will not be

achieved by a microscopic, analytical investigation of every bit of child behavior whether it be good or bad. Neither can we expect much in the way of progress if we have failed to appreciate some of the fundamental driving forces which lie behind all human activity. Conduct must be looked upon as a definite expression of a complex condition which we call a state of mind. This conduct is stimulated, modified, and inhibited by factors which are more or less within the control of parents, teachers, and others charged with the training of children. It is perfectly true that these varied environmental factors do not influence all children in the same way. Yet there is a striking similarity in human reactions to the commonplace situations of life and it is with an understanding of the child himself and the situations in life which he is called upon to meet that intelligent child training is concerned.

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PARTICIPATION FOR DELEGATES

MORE and more the National Congress of Parents and Teachers is making possible the participation of its delegates at annual conventions, in the same way that it is encouraging the participation of members in the meetings and activities of the local association.

The Des Moines Forum

Delegates to the Convention to be held in Des Moines, Iowa, May 13-19 will have an opportunity to participate in one of the famous Des Moines Public Forums on the evening of May 15, on the subject "Equal and Adequate Educational Opportunity for the Forgotten Child." This forum is being arranged to coordinate with the Convention theme by Mr. J. W. Studebaker, Des Moines Superintendent of Schools, and National Chairman of School Education, who will introduce the forum program. It is expected that this forum will be one of the outstanding features of the Convention program.

Classes

Many conferences and classes in parent-teacher technics will be held during the Convention. Classes will be held from eight to nine o'clock each morning on such subjects as Parent Education, Parliamentary Law, Publicity, Legislation, Safety, Character Education, and Social Hygiene. All those in attendance may have a part.

Panel Discussions

Each delegate will have an opportunity to assist in crystallizing the thought of the Convention delegate body on the theme, "The Future of the Forgotten Child," through participation in the panel discus-

sions planned to cover the various phases of this subject. Panels made up of the National chairmen most directly concerned with each subject will lead discussions on "Educating for the New Leisure," "The Social Outlook of the Forgotten Child," "Motion Pictures," and "Appraising the Home." On the last day of the Convention, a panel discussion on "How the P. T. A. Can Help the Child" will bring together in concrete, helpful form the conclusions and suggestions resulting from all sessions of the Convention.

Exhibits

The exhibits at the Convention will be representative of the services and activities of the entire Congress, including National committees, state branches, districts, councils, and local associations—the vital working units of the Congress. Members from all the states are contributing to these exhibits in order that there may be the fullest exchange of stimulating ideas.

Rural Conferences

There will be a large participation in the Rural "Early Bird" Conference under the direction of Dr. William McKinley Robinson, National Chairman, Committee on Rural Service, National Congress of Parents and Teachers. In keeping with the early-rising traditions of the farm, these conferences will be held on May 15, 16, and 17, at seven o'clock in the morning. As rural parent-teacher associations comprise approximately one-fifth of the total number of local units, the interest in an exchange of ideas among rural delegates will be expressed by a large number of those who want to be "early birds."

GRANDMOTHERHOOD

(Continued from page 459)

even though that interest be only a liking for tatting. Anything is better than having no personality at all. Whether her tastes turn to gardening, or to study, or to teaching, or to preserving fruit, to sewing, painting pictures, or to social service, let her keep her little flame alive."

Grandparents do have much to contribute. They have lived longer than their children, and much longer than their grandchildren. They have relatively wider experience. They help conserve the best family ideals. They contribute a staying quality to youth, and inspire ambitions in them to amount to something. They are wonderful grandparents who can so comfort themselves that their married children and their grandchildren by and by will go to those grandparents for advice and moral support. Their influence for good becomes tremendous because they observe

this rule: "Don't give unsolicited advice to your children and their children."

Suppose that we parents have enjoyed healthy independence of our parents; then we have a good background for cultivating in our children a wholesome relationship with their grandparents. We shall want to be sure to keep the lines of communication open and running well between our family and our parents. We shall want them to spend short periods in our home and we and our children to have occasional brief visits with them. We shall want to remember them by letter regularly. We shall want to recount often to our children their ideals and sacrifices for us and many of our own childhood experiences at home. As we who are parents keep alive our devotion to our aging parents, so shall we prepare our children to take a similar attitude toward us eventually.

Part of the material used in this article will appear in Dr. Myers' forthcoming book, *The Modern Family*.

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1. What are some of the characteristics of the dependent child? *454.*
2. Why is it important for parents to put careful thought into the training of their children? *454.*
3. What are some of the difficulties to be faced when grandparents live with their children and grandchildren? *455-8.*
4. What is the wisest course for young parents to pursue when the grandparents begin to interfere with the upbringing of the grandchildren? *457.*
5. How may corporal punishment be harmful to children? *460-2.*
6. How can we make discipline logical rather than punitive? *464.*
7. What effect may the home library have upon children's love of books? *467-8.*
8. What is a good attitude to take toward the seventeen-year-old boy who is just beginning to be interested in girls? *473.*
9. What are some of the signs of good nutrition? *484.*
10. What should be the attitude of parent-teacher associations toward Better Film Councils? *501.*

May, 1934

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BOOKSHELF



"The Child's First Picture Book," by G. La V. and R. S. Freeman. Chicago: Northwestern University Press. \$1.50. (With "The Child and His Picture Book," for adults, \$2.25.)

"The Story Book of Things We Use," by Maud and Miska Petersham. Philadelphia: John C. Winston. \$2.50.

"Skyscraper," by E. H. Naumberg, Clara Lambert, and L. S. Mitchell. New York: John Day. \$2.

"The Arthur Rackham Fairy Book," by Arthur Rackham. Philadelphia: Lippincott. \$2.50.

"Giff and Stiff in the South Seas," by Gifford Bryce Pinchot. Philadelphia: John C. Winston. \$2.

"Stone Knife Boy," by Alida Sims Malkus. New York: Harcourt, Brace. \$2.

"Winged Girl of Knossos," by Erick Berry. New York: Appleton-Century. \$2.

"The Red Rajah," by Louise Andrews Kent. Boston: Houghton Mifflin. \$2.

"Eleventh Child," by Edna Geister. New York: Harpers. \$1.50.

"The Prince Commands," by André Norton. New York: Appleton-Century. \$2.

"Men Against the Sea," by Charles Nordhoff and J. N. Hall. Boston: Little, Brown. \$2.

By WINNIFRED KING RUGG

SUMMERTIME brings more reading time for boys and girls. It is not essential that they select new books, but if they are looking for up-to-date reading, which is after all more likely to march with the tempo of their lives, here is some for various age levels:

For the very youngest child there is *THE CHILD'S FIRST PICTURE BOOK*, which is based on an investigation of the psychological reactions of preschool children to pictures and is really a laboratory project carried out by a psychologist and a nursery school teacher. The ideas for the pictures and for the accompanying "stories" were contributed by children in the nursery schools of Winnetka and Evanston, Illinois, the National College of Education, and the Child Development Institute of Teachers College, Columbia. All together they have made a remarkably gay book.

Children always enjoy books by Maud and Miska Petersham. Those who are proficient in second grade reading can learn from *THE STORY BOOK OF THINGS WE USE* much about the origins of familiar things: materials for clothing, food, and shelter, and means of travel and transportation. Side by side with simple, instructive text are the distinctive Petersham illustrations.

Not only small boys but big brothers will stand for hours watching a building go up. In *SKYSCRAPER*, three educators, Elsa H. Naumberg, Clara Lambert, and Lucy Sprague Mitch-

ell, have utilized that interest and have satisfied it with photographs and an accurate story of the building of skyscrapers. This material, collected with the utmost care and verification, takes children on a trip where they see thousands of men carrying out the whole process of making a great building. The text is suited to those in the upper grammar grades.

• • •

Moving from the modern magic of construction to the ancient magic of faërie, we come to *THE ARTHUR RACKHAM FAIRY BOOK*, a charming reassembling of old tales with delicate, fanciful new pictures by Arthur Rackham. There is a particular elfin quality about Rackham's drawing and color that gives these old favorites of fairy lore fresh personality.

For the Junior High School Age

As children get into junior high school they reach the adventure stage when books of other times and strange places are most to their liking. One that unites active adventure in an unfamiliar scene with ordinary boy-psychology is *GIFF AND STIFF IN THE SOUTH SEAS*, by Gifford Bryce Pinchot. In this book the son of Governor Pinchot of Pennsylvania gives his own account of a 13,000-mile voyage he took at the age of thirteen with his chum, Stiff: from New York to the Caribbean, through the Panama Canal to the Cocos Islands, the Galapagos, the Marquesas, and Tahiti. It is a

real-boy story, filled with hunting, fishing, seamanship, and exploring in places that are only names on a map to most boys. This is a Junior Literary Guild book.

• • •

A story about the Pueblo Indians as they are today is *STONE KNIFE BOY*, by Alida Sims Malkus. It tells about Chia, a Taos boy, called home at sixteen from the school of the Indian Bureau to receive the tribal training of his people. There is a little about the bureau schools in the book, and much more about life in the pueblos and the way the Indians retain old ways and regard the new. Story interest comes from an exciting pursuit of cattle thieves and from a friendship between Chia and a white ranger. The illustrations by Herbert M. Stoops are particularly good.

• • •

Erick Berry's *WINGED GIRL OF KNOSSOS* is a book about a time almost as remote as possible, even before Homer and the Trojan War, yet its theme, oddly enough, is aviation. Inas, the heroine of the tale, is the tomboy daughter of the famous Daidalos and was the first lady aeronaut. Mrs. Berry plots her story on the assumption that the ancient myth about Daidalos means that he was the inventor of the first flying glider. The narrative is based on history and legends and on the mural paintings in excavated ruins in Crete, but some liberties have been taken with the psychology of the ancients.

• • •

Louise Andrews Kent writes good, brisk stories for both boys and girls. The family that amused so many readers in *Douglas of Porcupine* appears again in *THE RED RAJAH*, a mystery story of New England and India. One of the Douglas kindred, Ronnie, had a step-father who was an Indian rajah. Quite early in the story Ronnie and the Douglasses go to India, where Ronnie, on account of his hair and his heir-apparency (no pun intended) is known by the natives as "The Red Rajah." There are deep laid plots against the ruling rajah which are circumvented by Yankee ingenuity, and there is a great deal of natural, lively talk that keeps everybody happy and the reader interested. The plot may not be quite probable but it is sufficiently plausible, and the story is well told.

For Older Girls and Boys

SOMETIMES, and not so strangely, young people like to turn from the faraway to the near and read about things that they themselves are doing, or might do. Such a desire can be gratified for girls of the teen age by Edna Geister's *ELEVENTH CHILD*, a story about a jolly, lively family named Porter. There were ten children in the Porter household—so many that Father Porter had hard work to remember their names—when Ethel came to live with them. The Porters had found out pretty well how to live together, but Ethel came with a chip on her shoulder and had to learn several lessons in adjustment. There is enough of a

love story in this light and pleasant tale to suit the romantic taste of girls.

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A romantic tale for boys is André Norton's *THE PRINCE COMMANDS*. This is a kind of *Prisoner of Zenda* story about a mythical European kingdom called Morvania, and a boy prince who was brought up in America in ignorance of his parentage. Suddenly young Michael Karl was summoned across the Atlantic to become king of his country, but when he arrived he found that he was to be the figurehead in a plot against the rightful heir, his cousin. After thrilling adventures with intriguers and with bandits Michael Karl assisted in the coronation of his cousin. The author says he wrote the book in answer to a boy's request for a story about "sword fights and impossible things."

• • •

The biggest plum of all in the literary feast of the year has been saved for the last. It is *MEN AGAINST THE SEA*, by Charles Nordhoff and James Norman Hall. This is a worthy successor to *Mutiny on the Bounty*, by the same authors, and gives an account of what happened to Captain Bligh of the ship *Bounty* when he and his nineteen loyal seamen were put adrift by the mutineers and left to make their way through the South Pacific in an open boat. Both books are based on fact. They are listed for adults, but they are in demand by high school boys. Though I would hardly go as far as one reviewer who called *MEN AGAINST THE SEA* the best boy's book since *Treasure Island* I do believe it is a book that will last for some time.

STAMP OF MERIT

The appearance of an advertisement in *CHILD WELFARE* is in itself a stamp of merit. In accepting advertising *CHILD WELFARE* considers the reliability of the product, the reputation of the firm advertising and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. The italics refer to booklets and samples which they offer:

	PAGE
American Seating Co. <i>Booklets</i>	493
D. Appleton-Century Co.....	497
Girls' Camp.....	497
Cocomalt. <i>Sample</i>	485
Eastman Teaching Films, Inc.....	491
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THE QUESTION BOX

Question—Why is it that my child isn't better liked? She is an attractive enough little girl (her hair is very straight, but I have allowed her to have it permanently waved), and she has everything in the way of a pleasant home, lots of playthings, etc., but the girls just don't come to enjoy all this with her. Now don't tell me to give parties and ask other children, because I've done that. They come, and are polite, and that's an end to it. I've talked it over with some of their mothers, and they say my child should be let alone, allowed to handle her problem herself. I can't see her so left out and just sit and do nothing about it! She is an only child, aged eleven.

I know you will take it in good part when I say that it sounds to me as though the child is in danger of becoming very self-conscious, of becoming inhibited by a feeling that she must make a great effort to be popular. From between the lines I get the (possibly false) impression that you are doing so much for your child that the other girls may resent her "having everything." I question the advisability of centering an eleven-year-old's attention on her appearance to such an extent as the "permanent" implies.

As to the parties, have they possibly been too elaborate, so that the other girls have felt stiff, and consequently have not had a good time? It should be unnecessary to do much in the way of entertainment of girls at this age—their own enthusiasms and initiative in common interests should supply the motive power. Informal play with paper dolls, roller skating, making candy or sandwiches for a picnic—these are far better soil for friendships to grow in than the artificial atmosphere of "parties."

Wouldn't a few weeks at camp this summer offer your child an opportunity to try out her ability to make friends entirely "on her own?" It may be, you know, that as an only child she expects others to defer to her just a bit, and that hearty, bracing, share-and-share-alike conditions in camp would bring out her latent ability to be a good sport.

Question—Just recently an aunt has come to make her home with us. She has no one else and cannot live elsewhere. I have two children—three and five. They are normal in every way, peppy, bright, not annoying—just full of life. She is so overanxious about them, afraid of this and that. They might fall downstairs, they might hurt each other—dozens of fears. I talk to her about this when she calls my attention to something, "Did I see they were handling a vase, etc., etc.?" It is hard for a child to have someone eying him, reminding him constantly about

this and that. This relative is single, past sixty, and quite precise, but sensitive and aims to do right. Please write something to help me.

I am going to let your answer come straight from an older person who is in the same position as your aunt:

"If I were in this mother's place I'd use the aunt. The mother usually has to be a good deal of a drudge and she should try to shift some of this drudgery onto the aunt who should be willing to accept it in good part.

"Perhaps few women over sixty are able to do much heavy work, but there are dishwashing, bed-making, preparing of vegetables, mopping, dusting, possibly a little sewing or mending that might be assumed by the aunt. If she is busy she'll have less time to be watching the children, and she will feel her intrusive position a little less.

"If the outsider could be reached it might be suggested to her that she avoid being omnipresent, keep to her own room a good deal, visit her friends all she possibly can, and be actually out of the house sometimes, especially when there are guests.

"The relative I live with appears to live her own life in her own way as much as possible regardless of who is living here and she keeps sweet and good natured just as anyone may do who makes up her mind to keep her chin up regardless of the trials life brings her.

"I wish I could warn all outsiders to keep their own consciences for their own use and allow those they are living with to look after their own morals; and to be ready at the first opportunity to go to an old ladies' home or some place where there is no child training problem."

This writer lives up to her theories, too!

Question—Can you suggest a good book for a young couple to read who have recently been married? A young friend of mine has asked me this, and she is so eager to do all she can to make their family life happy that I wondered what I could tell her.

There are several books that I think your friends would find profitable. Among them are:

Everett, M. S. *The Hygiene of Marriage*. New York: Vanguard. \$2.50.

Exner, M. J. *The Sexual Side of Marriage*. New York: Norton. \$2.50.

Groves, E. R., and G. H. *Sex in Marriage*. New York: Macaulay. \$3.

Groves, E. R., and G. H. *Wholesome Marriage*. Boston: Houghton Mifflin. \$2.

Though these books refer to rather technical material they are all simply and readably written.

(This department is conducted by Marion L. Faegre, chairman of the Committee on the Exceptional Child, N. C. P. T., to help parents solve problems of child care and training. Address queries to Mrs. Faegre at the Institute of Child Welfare, University of Minnesota, Minneapolis.)

FACTS ABOUT MOTION PICTURES

By CATHERYNE COOKE GILMAN

A Policy of Local Congress Units Toward Better Film Councils

CONGRESS parent-teacher associations are asking what policy they should follow in reference to the Better Film Councils now being organized in many communities. The associations are having to meet the insistent solicitation of the organizers of the Better Film Councils for their affiliation or cooperation.

The National By-Laws, Article III, Sections 1, 2, and 3, answer clearly the inquiries in reference to these points. The Better Film Councils are integral parts of the National Board of Review which is a subsidiary of the Motion Picture Producers and Distributors of America, Inc., and receives operating funds from fees paid by producing companies submitting films for review.

The Better Film Councils cooperate with the local managers of commercial motion picture theaters to increase the attendance at specified times in designated theaters for certain programs.

If exhibitors were free and willing to respond to the demands of the local community, such councils would not be promoted by the groups affiliated with the industry. The groups act as local censorship and reviewing committees to advertise programs over which they have no fundamental control. They read the syndicated reviews or film estimates sent out from the Public Relations Studio at Hollywood, its affiliated groups, or the promotional agencies of the industry. The classified lists from the studios are made after the pictures are produced, sold under contract to be exhibited, and actually in circulation. No possible change in subject material or its treatment can be made by any local reviewing committee or council. The Better Film Councils can read the descriptive lists and advertise their choice. It merely means they may "preview" the Hollywood reviews, but how dependable are they?

The exhibitors are under contract to exhibit certain pictures at specific times and very little shifting can be done by them. The "cancellation clause," of which much is heard, is actually of little benefit. Practically whatever is booked to be shown in a given theater at a given time will be shown regardless of the Better Film Councils. The result is that participants are lending their names and the prestige of their groups to announce motion picture programs.

The daily press does the same thing, but more

effectively, in its paid advertising columns. Some of the Better Film Councils go so far as to raise money through dues to pay for advertising their choices in the press. Others mimeograph lists or print handbills to distribute through the schools and churches. The paid advertising of commercial films for theaters by the cooperating groups has a tendency to make the members and the unthinking public feel a security in the programs presented by such a method.

The Better Film Councils cannot insure complete or continuous programs suitable for families, for children, or for youth. Dr. Edgar Dale, Research Associate, Bureau of Educational Research, Ohio State University, and author of three of the studies of the Payne Fund Series, *Motion Pictures and Youth*, has made an analysis of the sponsored programs of the Better Film Councils for one year and has compared them with programs given during the same period of time in a similar community which has no Council. According to Dr. Dale's scientific analysis of the characters and situations from the content of the motion picture programs sponsored by the Better Film Council in St. Louis, Missouri, there was no improvement over Columbus, Ohio, or with the programs unsponsored by a Council.

The by-laws of the National Congress of Parents and Teachers definitely say, "The name of the Congress, its branches, or its officers in their official capacities shall not be used in any connection with a commercial concern." The Better Film Councils depend upon using the names of their participating groups to establish cooperation with the local motion picture theater managers.

The by-laws also specify that the state branches and local units shall not enter into membership with other organizations except upon the approval of the National Board of Managers; and that they may unite for conference and cooperation only with other organizations and agencies active in the field of child welfare. The purpose of the motion picture producers, distributors, and exhibitors is financial profit; the aim of the parent-teacher associations is child welfare. The local Congress units should not be drawn into this latest attempt to increase attendance at the expense of child welfare.

CONSULTATION SERVICE

Parent Education Study Groups—A program is being planned by the P. T. A. to create an interest in parent education study groups. Can you tell us of a play which we could give which would serve this purpose? Anything you can send to help us organize our group and secure subjects for study would be greatly appreciated.

The playlet, "The Radio Listening Group," was prepared to show study group procedure. It is being used in many places to stimulate interest in parent education. This playlet may be purchased from the National Office at 10 cents a copy.

An exhibit at your meetings of material for parent education study groups will help to stimulate interest. The National Congress has assembled a set of Congress material for an attractive parent education display which may be purchased for \$1 from the National Office, 1201 Sixteenth Street, N. W., Washington, D. C. It is the "Ready-to-Make Parent Education Exhibit" and comes with directions for putting together.

See the "Parent Education" leaflet for organization helps. Consult the *Parent Education Third Yearbook* when selecting subjects for programs for your meetings. Use the planned parent education course which appears monthly in *CHILD WELFARE*.

Minutes of the Last Meeting of the Year—Are the minutes of the final meeting of the year read and approved at the first meeting in the fall?

These minutes should be read and approved at the last meeting of the year, or a committee should be authorized by the association to read and approve them. The approved minutes should be read at the first fall meeting of the association.

Best Time to Study P. T. A. Technics—When is the best time for a group to begin the study of a correspondence course in parent-teacher work so that it will mean most to the P. T. A. workers?

Some associations find that the officers and members have more leisure during the summer and are glad to study at that season. If it is possible to meet two periods a week, a course may be completed in five weeks. This enables the officers and chairmen to work on the plans for the program of the year following the course and to have everything ready to carry out the P. T. A. plans the day school opens.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. Grace M. Pope, Assistant Secretary, Information Division, of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

In other communities the course is organized in the fall and continued through ten weeks, with weekly meetings. This helps in developing the work already planned.

Other associations organize groups to study in the spring, thus training and preparing potential officers to begin their work as soon as elected.

Begin the course whenever there is interest enough developed to insure a group of at least five persons who will be willing to attend every class session.

Information about the correspondence courses in parent-teacher work now offered by the National Congress of Parents and Teachers may be obtained by writing to the Education Division, N. C. P. T., 1201 Sixteenth Street, N. W., Washington, D. C.

Elections—Is it better to have a Nominating committee or to nominate from the floor? Why?

As a general rule, it is better to have a Nominating committee. There are exceptions to all rules. The Nominating committee takes time to study carefully the specific qualifications of all possible candidates for the specific offices. It is much easier to present names that have not been selected for personal reasons if they are presented through a report of a committee. In addition to names presented by the Nominating committee, opportunity should be given for nominations from the floor. See "Parliamentary Procedure" leaflet, page 10. "Elections," a two-page mimeographed statement available for five cents from the National Office, includes a page of brief "election reminders."

Nominating Committee—What is considered the most democratic manner for the Nominating committee to get suggestions for filling the various offices?

Probably the most democratic way would be to ask each member to send to the Nominating committee names of members for each office to be filled, with the specific qualifications of each person for the office suggested, with additional information, if possible, on previous service in parent-teacher work; special training from attendance at conferences, training classes, or schools of instruction, or the successful completion of correspondence courses; and attendance at state, district, and council meetings. See page 10, "Parliamentary Procedure" leaflet. See "Elections," a mimeographed statement which may be purchased from the National Office for 5 cents.

CONCERNING CONTRIBUTORS

Douglas A. Thom, M.D., of Boston, is a former chairman of the Committee on Mental Hygiene, National Congress of Parents and Teachers. Ever since the War, when he took charge of the Reconstruction War Work for the National Committee for Mental Hygiene, Dr. Thom has been interested in mental hygiene, particularly as it relates to the care and training of children. For a number of years Dr. Thom has been associated with the Habit Clinics in Boston. He has done pioneer work in the field of mental hygiene in relation to the college student, organizing the work at the University of Vermont, and later at Smith College, where he has been Consulting Psychiatrist since 1925. Since 1928 Dr. Thom has been Professor of Psychiatry at Tufts Medical School. He is perhaps best known to the readers of *CHILD WELFARE* through his outstanding books on child guidance, *Everyday Problems of the Everyday Child*, and *Normal Youth and Its Everyday Problems*.

Garry Cleveland Myers' name and writings are familiar to the readers of *CHILD WELFARE* through his many popular articles in this magazine, of which he is an associate editor. His discussions of problems presented by children, as exemplified in the Fink family series, have been particularly enjoyed. In recent months Dr. Myers has been conducting institutes in various parts of the country. He approaches parents' problems from his own experience as a father as well as from his professional experience as a parent education expert.

Alice D. Kelly is another author with whom *CHILD WELFARE* readers are already familiar. Mrs. Kelly was associated with Dr. William E. Blatz of St. George's School for Child Study in Toronto, and is also the mother of five. She has been writing articles and short stories for a number of popular magazines.

Annie Russell Marble holds degrees of B. A. and M. A. from Smith College. For three years before her marriage she taught in the high school in Worcester, Massachusetts. For more than forty years she has conducted classes and lectured. She has written and edited about sixteen books. She has also assisted her husband in his educational interests. One of her children teaches English and the other holds a position in a publishing house.

Dorothy Loa McFadden has worked in visual education in public schools and Sunday schools

and has published articles concerning the results of this work. Convinced of the value of teaching through the eye Mrs. McFadden is now exploring the possibilities of educating the cultural tastes of children by fine entertainments as well as providing a low priced antidote to unwholesome movies. Mrs. McFadden is the mother of two children, and lives in Maplewood, New Jersey.

Caroline Hedger, M.D., is a graduate of Rush Medical College. She has had many years' experience as a physician and has devoted much of her time to child welfare work. At present she is spending a great deal of time lecturing and training health workers. Dr. Hedger was with the Chicago Health Department for four years and has been with the Elizabeth McCormick Memorial Fund for many years.

The American Social Hygiene Association, 450 Seventh Avenue, New York City, announces a new loan paper service open to clubs, parent-teacher associations, and other groups which are in need of interesting and dependable addresses on the various phases of social hygiene. These unpublished papers, some of which have been prepared as radio talks by members of the association staff, average about fifteen minutes in length. A fee of 10 cents is charged for each paper to cover the cost of handling, and it is asked that requests be made long enough in advance to insure delivery at the date desired. The following papers are available:

"The Dilemma of Modern Youth," by Newell W. Edson.

"The Guidance of Adolescence," by Valeria H. Parker, M. D.

"Parents of Tomorrow," by M. J. Exner, M. D.

"Protecting the Values of Family Life," by William F. Snow, M. D.

"Sex Education in Home and School," by T. W. Galloway.

"Some Special Aspects of Character Training of Children," by Valeria H. Parker, M. D.

"What Ails Our Youth?," by Newell W. Edson.

"Why Social Hygiene Education?," by Jean B. Pinney.

Coming in June-July

The Only Child

EUDORA RAMSAY RICHARDSON

A discerning mother analyzes some of the difficulties of bringing up an only child, and tells how they may be met.

Leisure and Small Town Youth

ELLA GARDNER

A recreation specialist describes some methods which different communities have used for helping their young people to fill leisure hours.

News from the Convention

Stimulating reports of the Convention of the National Congress of Parents and Teachers which will be built around the theme, "The Future of the Forgotten Child."

FOR MATERIAL

About the Preschool Child

Turn to pages 452, 460, 471, 498

About Elementary School Children

Turn to pages 460, 465, 471, 480, 498

About Older Boys and Girls

Turn to pages 465, 472, 480, 498

For Parent-Teacher Units

Turn to pages 451, 470, 474, 475, 476, 478, 480, 486, 490, 494, 501, 502

Concerning All Children

Turn to pages 455, 460, 476, 482, 500

AS WE GO TO PRESS . . .

The Circulation Manager announces that

ARIZONA, KANSAS, ILLINOIS, MONTANA, NORTH CAROLINA, OKLAHOMA, SOUTH DAKOTA, and TEXAS

have won the autographed bound volumes of CHILD WELFARE MAGAZINE to be awarded at the National Convention, in May, to the state in each class which earned the most Gold Stars during the 1933-34 subscription campaign. (Arizona and Montana tied for first place in class G.)

THE 1933-34 GOLD STAR HONOR BRANCHES

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